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ABSTRACT

This guide was developed to aid facilitators in delivering orientation sessions for new adult education staff. The orientation is designed for 14-16 hours of class time; the 15 lessons are organized in three 5- to 6-hour days. The following topics are covered in the lessons: (1) introduction and goals; (2) what is literacy?; (3) materials; (4) the learner in the community--investigative activities; (5) the big picture--adult education in Massachusetts and beyond; (6) the learner in the community--problem-posing activities; (7) techniques and methods--peer-teaching jigsaw; (8) how adults learn as individuals; (9) assessment; (10) the learner in the community--learner-centered approach; (11) connecting to resources and support systems; (12) planning lessons; (13) final evaluation; (14) experience of being an adult educator; and (15) reflecting on learning and future goals. Each lesson lists suggested time, materials needed, objectives, step-by-step instruction for presenting the lesson, and space for notes. Handouts for each session are contained in the appendix to the guide. They include information sheets, articles, forms, group activities, practice exercises, suggestions for further study, and resources. (KC)

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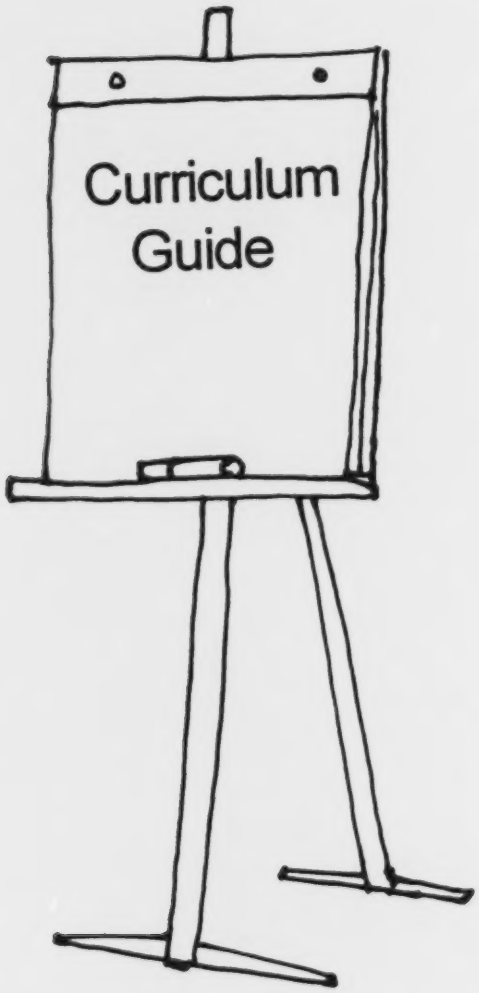

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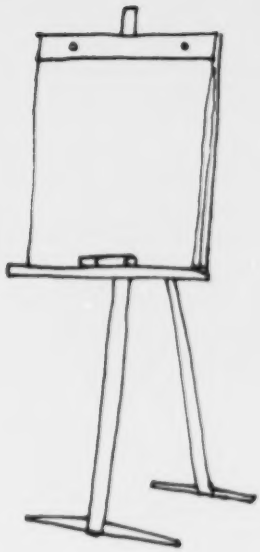

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Acknowledgements

This Orientation represents a significant addition to the field of adult basic education in Massachusetts. While adult learning programs will continue, in their own way, to orient new teachers, counselors and support staff to their program, this Orientation augments those efforts by allowing practitioners from many programs in one region to come together, get to know one another, and ask many questions about their work in an atmosphere that encourages exploration. For the first time, practitioners have a chance to acquire basic knowledge and skills related to working with adult learners during their first working year.

Practitioners have reported to us that the Orientation helped them feel more connected with each other and gave them confidence that what they are doing in their classrooms and programs is effective. It gave them new ideas to take back to other practitioners in their programs and inspired them to further develop topics of interest to them and their students. Most importantly, they report that it gave them a background from which to ask even more questions of fellow practitioners, and SABES believes that the best resource for adult education staff will always be fellow practitioners.

This Orientation was a joint development process. The individuals listed on the title page are all the real "writers". Gratitude should also be expressed to all of the practitioners who have participated in the Orientation since its first try-out in July, 1990; every participant has given us invaluable feedback which we used to make improvements. Thanks also go to all of the people who helped with the last technical "polishing": Lou Wollrab and Elizabeth Santiago at World Education, Laura Chessin, the graphic designer; Carey Reid, for the final "read-through"; and Sally Waldron at World Education, who helped get it into its final form. Finally, thanks go to all who served on the Staff Development Task Force, who conceived of the idea of an Orientation for New Staff, and to the Bureau of Adult Education, without whose vision and support the entire System for Adult Basic Education Support project would not exist.

Cristine Smith, *Editor*

September 1, 1992

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SABES Orientation for New Adult Education Staff: Curriculum Guide

How To Use This Guide

This guide was developed to aid facilitators in delivering the Orientation for New Adult Education Staff.

The Orientation can be delivered in 14-16 +hours in a variety of configurations, depending on the time and number of Orientation sessions offered. It was designed to cover 10 topics which will provide new adult education staff with a basic introduction to the knowledge, skills, and approaches to working with adult learners. These 10 topics are each covered in separate "sessions" which can be sequenced in different ways.

The order of the sessions presented in this guide represents one sequence for delivering the Orientation over a three-day period, 5 hours each day. Other agendas representing different sequencing are included in the Appendix for the facilitator's ease in adapting the Orientation to the specific time allotted and the particular nature of the group or the region in which the Orientation is delivered. However, some of the sessions build upon one another, so facilitators should take care when re-arranging the sessions to ensure that each is presented at appropriate times.

The order of sessions presented in this book is as follows:

Day I (3 hours, 55 minutes)

1. Introduction and Goals *(40 min.)*
2. What is Literacy? *(45 min.)*
3. Materials *(45 min.)*
4. The Learner in the Community: Investigative Activities *(90 min.)*
5. The Big Picture: Adult Education in Massachusetts and Beyond *(15 min.)*

Day II (3 hours, 55 minutes)

6. The Learner in the Community: Problem Posing Activities *(90 min.)*
7. Techniques and Methods: Peer-Teaching Jigsaw *(105 min.)*
8. How Adults Learn as Individuals *(45 min.)*
9. Assessment *(45 min.)*

Day III (4 hours, 10 minutes)

10. The Learner in the Community: Learner-Centered Approach *(45 min.)*
11. Connecting to Resources and Support Systems *(15 min.)*
12. Planning Lessons *(90 min.)*
13. Final Evaluation *(5-10 min.)*
14. Experience of Being an Adult Educator: Realities and Ideals *(75 min.)*
15. Reflecting on Learning and Future Goals *(15 min.)*

Each session description lists the time the session takes, the materials needed, the objectives for the session, and the steps involved in the session's activities. The first step of each session is a quick introduction by the facilitator, "framing" the session within the context of the whole Orientation and providing a rationale for why the session is included and what it hopes to accomplish. This is an important first step; otherwise, participants will not see the Orientation as a whole but rather as a series of unconnected activities, unrelated to the themes upon which the Orientation is built.

In addition, suggestions are included for conducting daily oral and the final written evaluations at the end of each day (*10-15 min. each*).

The handouts for the Orientation are all included in the Appendix by session, for ease of removal for photocopying.

Unless otherwise noted, newsprint, markers and tape will be needed at each session. It is also helpful to have scissors handy. There should be enough newsprint and markers for all small group work as well.

Times for each session do not include breaks or lunch, but two 15-30 minute breaks should be scheduled into each day of training.

To Do Prior to Day One

As part of the session on **Learner in the Community: Investigative Activities**, there is an activity which involves the use of the *Information Gaps Grid*. This activity requires the participants to get information about their fellow participants by asking questions. Some information (name, organization, job role) is included about each participant already. Prior to the training session in which this activity appears, the facilitator should find out and fill in some information about each participant before photocopying this grid for use in the activity. See the session on **Learner in the Community** (pages 17-20) for more information.

List of Handouts and Materials in Appendix, by Session

- **Introduction and Goals**

  1. *Handout*: Agenda for "Orientation for New Adult Education Staff"
  2. *Handout*: Purpose and Themes of the Orientation

- **What is Literacy?**

  3. *Handout*: Article: "Literacy: What Do The Definitions Tell Us?"
  4. *Material*: Worksheet - Subject/Verb
  5. *Material*: Form in Spanish from Division of Employment Security
  6. *Handout*: "Definitions of Literacy"

- **Materials**

  7. Sample packet of Materials for Whole Group Review (Focus on Crime)
  8. Sample ABE Materials Packet (Workplace Issues)
  9. Sample ESL Materials Packet (Variety)
  10. Sample GED Materials Packet (Creative Writing)
  11. Sample Math Materials Packet (Averages)
  12. *Handout*: Summary Sheet "Types of Instructional Materials"
  13. *Handout*: Summary Sheet "Force Field Analysis Technique"

- **The Learner in the Community: Investigative Activities**

  14. *Handout*: Activity "Information Gaps Grid"
  15. *Handout*: Summary Sheet "Examples of Investigative Activities".
  16. *Handout*: Instructions "Investigative Activities for Small Group Work"

- **The Big Picture:**
  Adult Education in Massachusetts and Beyond

  17. *Handout*: Big Picture Reference Handbook

  18. *Handout*: "Adult Education in Massachusetts"

  19. *Handout*: "Adult Education in the United States"

- **The Learner in the Community: Problem-Posing Activities**

  20. *Handout*: "Instructions for Small Group Work"

  21. *Handout*: Summary Sheet "Examples of Problem-Posing Activities"

  22. *Handout*: Article "Themes and Tools for ESL"

- **Techniques and Methods**

  23. *Jigsaw Activity*: "Directed Reading Activity"

  24. *Jigsaw Activity*: "Map Gap Activity"

  25. *Jigsaw Activity*: "Information Gap: Twentieth Century Timeline"

  26. *Jigsaw Activity*: "How Long is a Name:
  Learning About Mean, Median, and Mode"

  27. *Jigsaw Activity*: "Decisions, Decisions"

  28. *Jigsaw Activity*: "Newspaper Headline Match"

  29. *Jigsaw Activity*: "Problem-Solving Chart"

  30. *Jigsaw Activity*: "Concentration"

  31. *Handout*: Summary Sheet "Jigsaw Activity"

- **How Adults Learn as Individuals**

  32. *Handout*: Case Study #1 - ESL Classroom

  33. *Handout*: Case Study #2 - GED Classroom

  34. *Handout*: Case Study #3 - ABE Classroom

  35. *Handout*: Summary Sheet "Language Experience Activity"

  36. *Handout*: Instructions "Process/Content" for Alternative Activity

- **Assessment**

  37. *Handout:* Packet "Testing and Assessment in Adult Basic Education"

  38. *Handout*: Instructions for Role Play

  39. *Handout*: Summary Sheet "Quick Class Evaluation Ideas"

  40. *Handout*: Summary Sheet "Alternative (Supplemental) Assessment Methods"

  41. *Handout*: Summary Sheet "Notes: Tips/Strategies on Student Self-Assessment"

- **The Learner in the Community: Learner-Centered Approach**

  42. *Handout*: Article "Q & A Dialogue Journal Writing with Limited English Proficient (LEP) Students"

- **Planning Lessons**

  43. *Handout*: Packet "Planning Lessons"

  44. *Handout*: Summary Sheet "Ideas for Learner-Centered Lessons Plans"

  45. *Handout*: Instructions for Planning Lessons, Small Group Activity

  46. *Handout:* Summary Sheet "List of All Techniques and Activities Presented in SABES Orientation"

- **Final Evaluation**

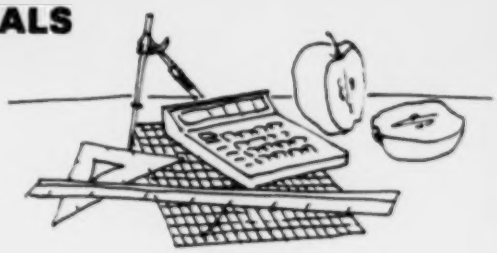
  47. Written Evaluation Form

- **Reflecting on Learning and Future Goals**

  48. *Handout*: "Continuum of Knowledge and Skill Development"

  49. *Handout*: "Questions for Written Reflection"

INTRODUCTION AND GOALS



TIME: 40 min.

MATERIALS:
1. Map of region with yellow, red, and green stickers.
2. Handout: Purpose and Themes of Orientation *(Appendix)*
3. Agenda of Orientation (either written on newsprint or handout copy)
   See *Appendix* for other versions of agenda.

OBJECTIVES: This session will help participants to:

- ✓ Get to know each other and the facilitators.
- ✓ Become familiar with the agenda, purpose, and themes of the orientation.
- ✓ Define their goals for orientation.

STEP 1: **Framing**: Explain that you would like to begin the Orientation by having everyone introduce themselves. You'd also like to take some time to present the Orientation's purpose, themes, and agenda, and to ask participants to list what they would like to get out of this Orientation, so that you can make adaptations to the training if possible.

STEP 2: **Introduction and Map Activity:** Put up large laminated map of the region. *Ask participants to come up individually, introduce themselves*, say what their job is in adult education, and place stickers on the map for where they live (*red* sticker), and where they work (*yellow* sticker). If they live and work in the same place, ask them to put up a green sticker. It may be helpful to have a "guide" printed on newsprint for participants to refer to: *red*—live, *yellow*—work, *green*——live and work.

Explain that one of the objectives of this Orientation is to help participants feel that there are other adult educators in their area with whom they can talk and go to for support long after the Orientation is over. Ask participants to make a note of fellow participants who live and work near them.

STEP 3: Present and discuss with participants the purpose and themes of the Orientation, on newsprint or handout. In particular, you may want to initiate a discussion about what "learner-centered" means, and indicate that further discussion about the concept will occur throughout the training.

Present the agenda for the Orientation (either handout or newsprint).
The agenda based on this curriculum guide is presented as an example in the *Appendix*.

STEP 4: **Goal Setting Activity:** Ask participants to take a few moments to write silently and individually in response to the question: "What would you like to get out of this orientation?" or "What skills or knowledge would you like this orientation to help you acquire?" After 3-4 minutes, ask each participant to paraphrase in a few words their response. Write a response for ***each participant*** on newsprint titled *PARTICIPANTS' NEEDS FOR THIS ORIENTATION.* Keep for "Final Evaluation" session.

On a sheet of newsprint titled *TECHNIQUES AND ACTIVITIES*, write "Map Activity". Tell participants that this is the start of a running list of techniques and activities presented throughout the Orientation. Ask them to think of how they might use this activity in their classrooms and programs.

Add to this list at the end of each session, as applicable. A handout listing all the techniques is included in the appendix, and will be made available to participants on the last day of the training following the "Planning Lessons" session.

NOTES:

WHAT IS LITERACY?

TIME: 45 min.

MATERIALS
1. Handouts for small group activities:
   a) government notice written in Spanish (*Group 1*)
   b) worksheet page from textbook (*Group 2*)
2. Handout: "Literacy: What Do the Definitions Tell Us?" (*Appendix*)
3. For optional activity: Handout: "Definitions of Literacy" (*Appendix*)

OBJECTIVES: This session will help participants to:

- ✓ Examine how they use literacy in their lives and how literacy is taught in the classroom, and to understand how that shapes their definition of literacy and affects the nature of what they (or others) do in the classroom.

STEP 1:

Brainstorming personal and classroom literacy practice: Divide participants into two groups. Give Group 1 the real life literacy activity (form in Spanish) and Group 2 the worksheet from a textbook. Give both groups 5 minutes to perform activities. Participants may work as a group or individually within the group.

While still in these groups, ask each group to brainstorm other literacy practices:

Group 1: brainstorm other real life literacy activities (in addition to filling out forms) and record on newsprint: "How do *you* use literacy in your daily life?".
Group 2: brainstorm literacy in classroom activities and record on newsprint: "How do *you and the learners* use literacy in the classroom?".

Note: If there are a significant number of counselors and/or support staff in attendance (4-5+), facilitator can ask them to form a separate group in order to list literacy activities which they conduct with learners: "How do you and the learners use literacy in your work together?"

STEP 2:

Bring whole group together again. First, process the activities they did. Ask each group to give a quick description of what their activity was.

Write on newsprint (or put up pre-prepared) the following three phrases:

- *SKILL AT TASK*
- *APPROACH TO TASK*
- *SHARING OF TASK*

Discuss and evaluate what participants did using the following categories of questions as a guide:

SKILL AT TASK: Identify, then evaluate the skills used in this task: How would you rate yourselves on the skill you possess to accomplish these literacy activities? Is it necessary to be totally skilled in all aspects? How do you compensate when your skill is deficient? How do you develop skill? What skills/activities are most important to you?

APPROACH TO TASK: Identify, then evaluate how you approached the task: Did you skim? Focus on main points? Figure out activity in head? Read in-depth? Sound out? Read the fine print? Question the accuracy? Look up definitions in dictionary? How did you deal with difficult parts?

SHARING OF TASK: Identify, then evaluate what assistance you needed or used in completing the task: Did you do all literacy activities alone? Did you rely on others for help? When? How? Do you get less out of an experience when someone else is the main literacy actor? When do you want literacy to be solitary? When do you want it to be social?

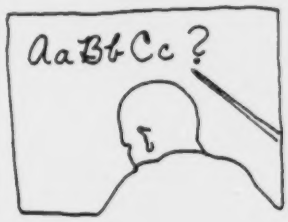
STEP 3: Then, look at newsprints each group did. Compare; discuss differences. Ask the whole group for any conclusions about literacy inside and outside of the classroom.

To conclude session, ask participants to think about the following questions:

— How do you define literacy?
— What implications does your definition have for teaching literacy skills to adults?
— What kind of "fit" is there between your definition and the materials/curriculum you use (or are required to use) in the classroom?

Explain that these questions do not need to be answered in this Orientation, but are presented to the participants as food for thought.

Hand out reading "Literacy: What Do the Definitions Tell Us?".



Mention that, in the next session on materials, participants can think about how the materials they use can help or hinder the acquisition of real-life literacy skills that adult learners need.

STEP 4: Ask participants to *identify the various techniques used* in this session; (1) "small group work" on literacy tasks; (2) "brainstorming" real life and classroom literacy tasks. List on newsprint titled TECHNIQUES AND ACTIVITIES. Elicit from participants what some of the benefits are for using these techniques and how they could adapt them in working with adults.

Optional addition to Step 3 above: "Definitions of Literacy"
Ask participants to take a few moments silently to write down their own definition of literacy.

Read aloud (or show) to participants the definitions of literacy, one by one, from the handout *(Appendix)*. After each one, discuss the implications of that definition for a literacy program or classroom: "If this were your definition of literacy, what would your program or classroom look like?"

Then, ask each participant to look again at their own definition and see if they would like to make any changes. Ask if anyone would like to share their definition with the group. Discuss the influence of a definition of literacy on one's teaching or work as an adult educator. Add 20 minutes to the session if using this addition.

NOTES:

MATERIALS

TIME: 45 min.

MATERIALS:
1. Handout: Sample material packet (Focus on Crime) for whole group review *(Appendix)*
2. Newsprint: "Questions for Thinking about Materials"
3. Four packets (ABE, ESL, GED, Math) of samples of materials *(Appendix)*
4. Handout: Summary Sheet "Types of Instructional Materials" *(Appendix)*
5. Handout: Summary Sheet "Force Field Analysis Technique" *(Appendix)*

OBJECTIVES: This session will help participants to:

- ✓ Examine different types of materials and develop a list of criteria about what makes materials effective.
- ✓ Think about adapting materials for learners' use.
- ✓ Identify constraints and supports for using effective materials in the classroom.
- ✓ Learn about the SABES Regional Center and the Clearinghouse as sources of other types of materials and resources.

STEP 1: **Framing:** Explain that in this session, the group will think about what makes materials effective and how different materials can be used to develop skills that adult learners need. The whole group will look at some materials together and try to develop some criteria for effective materials, discuss the difference between "content" and "skills" in the materials, think about how materials can be adapted to be more relevant to learners' literacy needs, and discuss supports/constraints for using effective materials in the classroom.

STEP 2: **Developing criteria for effective materials:** Link to previous session by explaining that one thing that can make materials effective is "relevance to real-life literacy practice". List on newsprint titled *CRITERIA FOR EFFECTIVE MATERIALS.* Ask group to think of other criteria which make materials effective. Other criteria may include:

- supportive of learning objectives
- addresses learners' needs
- geared to learners' skill level
- can accommodate multiple skill levels
- clear format
- accurate
- adult-oriented
- free from bias or stereotypes..., etc.

Hand out the sample packet of materials (Focus on Crime). Group looks through for a few moments. In addition to the criteria they listed, ask them to consider some of the following questions about each sheet listed on pre-prepared newsprint titled *QUESTIONS FOR THINKING ABOUT MATERIALS.*

QUESTIONS FOR THINKING ABOUT MATERIALS:

- **What kind of information does it provide?**
- **What does it ask the learner to do?**
- **What real-life literacy skill(s) does this material teach or reinforce?**
- **What is the benefit of using this type of material?**
- **Any ideas for how you might adapt this for a different purpose?**

Ask for comments, reactions, and other additions to the "criteria" list.

Discuss difference between "content" and "skills": What if one is appropriate and other is not?

STEP 3: **Small Group Review of Materials:** Divide participants into ESL, ABE, GED, and/or Math groups. Give participants in each group the appropriate packet of sample materials. Ask each group to walk through packet together, considering criteria and questions above, discussing the strengths of the various materials. Then, each group should choose one example and brainstorm ways to adapt it or round it out.

Note: If there are a significant number of counselors and/or support staff in attendance, they could form a group to leaf through Counselor's Notebook (supplied by Regional Coordinator).

STEP 4: **Whole Group**: Bring whole group together again. Ask each group to comment on their discussions and then share adaptation ideas. What is easier to adapt: content or skills?

STEP 5: **Force Field Analysis**: Explain that participants can think about what helps them or hinders them in using effective materials by using a technique called "Force Field Analysis".

On top center of newsprint, write *USING EFFECTIVE MATERIALS.* First, ask participants to name things which prevent or hinder them from using effective materials in their classrooms; write on right side of newsprint. Then, ask participants to list things which help them or support them in using effective materials; write on left side of newsprint. See below for a few examples of what participants might generate:

USING EFFECTIVE MATERIALS

Help	Hinder
– Time to adapt material	– Required curriculum and materials that are inappropriate
– Sharing ideas with other teachers	– Lack of resources

Discuss ways to reduce the negative forces and strengthen or increase the positive forces; i.e., How can supplementary materials be used to round out required materials?

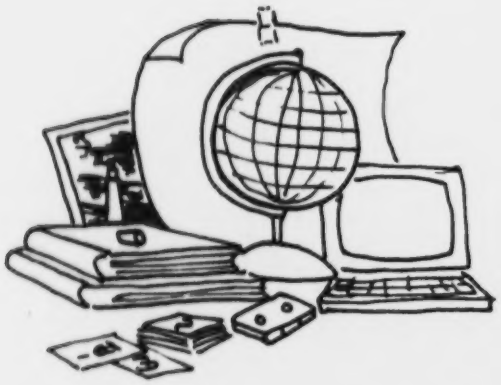
STEP 6: If "lack of resources" is mentioned, discuss where participants may find other resources (SABES Regional Center, SABES Clearinghouse, other teachers and programs, libraries, community colleges, etc.) Discuss where addresses and phone numbers for these resources can be found.

At this time, if facilitator has brought additional materials from the Regional Resource Center, facilitator should encourage participants to browse through these materials during breaks and after the day's sessions.

Hand Out Summary Sheet: *Types of Instructional Materials.*

STEP 7: Add "Force Field Analysis" to the list of *TECHNIQUES AND ACTIVITIES.* Ask participants how they could see themselves using this technique with adults, and how they would like to adapt it.

Hand Out Summary Sheet: *Force Field Analysis Technique.*



NOTES:

THE LEARNER IN THE COMMUNITY: Investigative Activities

TIME: 90 min.

MATERIALS:
1. Information Gaps Grid (*Appendix*) partially filled out with information on participants in Orientation
2. Instructions for Small Group work with Investigative Activities ("Mapping", "Personal Landmarks", "Personal Historical Timeline") (*Appendix*)
3. Handout: Summary Sheet "Examples of Investigative Activities to do with Students" (*Appendix*)

OBJECTIVES: This session will help participants to:

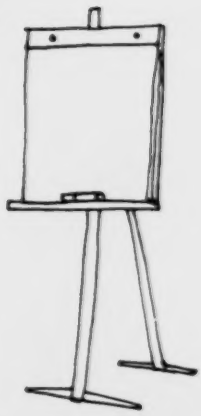
- ✓ Learn the importance of bringing learners' issues into the classroom and participate in a number of activities which they can use in their classroom to get to know the learners and their community better.
- ✓ Discuss the concept of "learner-centered instruction" and the role of investigative activities in planning curriculum which is learner-centered.

STEP 1: **Framing**: Explain the purpose of this and the following two sessions on "The Learner in the Community". Ask participants what they would like to know about their learners that would help them as teachers. They might say things such as "What type of work the learner does", "What kind of family responsibilities the learner has", etc. Ask them to clarify why it would be important to know this about their learners. No need to list on newsprint.

STEP 2: **Information Gaps Activity**: Prior to session, fill out at least one square on the grid for each participant who will be attending. Ask participants to fill in the gaps on a grid which ask for information about themselves and then to walk around the room for 5 minutes and talk to the other participants to complete the information on them.

Bring whole group together. Facilitate a discussion with some of the following questions:

- What did you learn from doing this activity?
- How can a teacher use the information on the grid?
- How can other students use the information?
- Is the information appropriate to collect?
- What other types of information might be more appropriate?
- What language skills were incorporated into this activity?
- What skills would learners develop doing this activity?
- Could you use it in other ways in your classroom?
- Why is an activity like this important?
- How could counselors or staff use this activity or the information from this activity?



Tell the participants that the information they collected is intended to be used by them as a class directory so that they can contact other participants to discuss what they are learning from the Orientation. Since there is not enough time in the Orientation (as there would be in a class activity) for everyone to finish filling out their grid, ask one of the participants to circulate his/her grid so all participants' info will be completed on at least one copy. Explain that you will photocopy for all participants to have.

STEP 3: **Investigative Activities to Try Out With Students:** Divide the participants into three groups. Give each group 20-30 minutes to learn a different investigative activity which they will practice together. Use the "Instructions for Small Group Work" *(Appendix)* to guide each group's work. (Participants will try out one of the activities with the students in their classroom or program before the next session. They will bring the information which they collect from the activity with them to report back to the group next time. The information may be used during the "Planning Lessons" session.) The activities include:

Group A - Mapping

Group B - Personal Landmarks

Group C - Personal Historical Timeline

Note to Facilitator: You may want to provide Group C with an example of a timeline, such as the following, so that they can work on their personal reflections immediately.

YOUR LIFE	*HISTORICAL EVENT*
1980	•John Lennon killed •Ronald Reagan elected president
1981	•Hostages in Iran released •Reagan shot •Pope shot
1983	•Invasion of Grenada •Shooting down of Korean airliner over U.S.S.R.
1984	•Olympic Summer Games in L.A. •Ronald Reagan re-elected
1985	•Achille Lauro incident
1986	•Space Shuttle Challenger explosion •Air attack on Libya
1987	•Stock Market crash in Oct.
1988	•Bush elected president
1989	•Berlin Wall comes down

STEP 4: **Bring whole group together.** Ask groups to put up on the wall their individual or group drawings/pictures/maps. Discuss each activity by asking what participants liked about it, how it can be used in the classroom, how it can be adapted, etc.

Initiate a brief discussion: What does "learner-centered" mean? Does it mean that the learner *controls* the content and activities of the classroom? Does it mean that the teacher uses learner information to plan lessons? How feasible is it for learners whose sole goal is to pass the GED test? How feasible is it in programs which use a set curriculum from level to level? Of what use are these investigative activities in learner-centered instruction? Limit the discussion to 5-10 minutes and mention that this issue of "learner-centered instruction" will be raised again throughout the rest of the Orientation.

STEP 5: Hand out the Summary Sheet "Examples of Investigative Activities" (*Appendix*) to all participants and assign everyone to try out one in their classroom and bring the results to the next session. Emphasize that the information they bring back to the next day of Orientation will be used during the sessions on "Learner in the Community" and "Planning Lessons".

Add "Information Gaps Grid Activity", "Mapping", "Personal Landmarks", "Historical Timeline Activity" to the *TECHNIQUES AND ACTIVITIES* newsprint. Since you have already discussed each activity in the group, there is no need to go over again here, unless you feel something has been missed.

NOTES:

THE BIG PICTURE: Adult Education in Massachusetts and Beyond

TIME: 15 min.

MATERIALS:
1. The Big Picture Reference Handbook of organizations, services, populations, funding sources statewide and nationally (*Appendix*)
2. Stickers with acronyms written on from The Big Picture Reference handbook under categories listed. If you like, choose different colored stickers for the categories of "organizational type", "services offered", "populations served" and "sources of funding"
3. A large sheet of cardboard or newsprint
4. Handouts: "Adult Education in Massachusetts" and "Adult Education Nationally" (*Appendix*)

OBJECTIVES: This session will help participants to:

- ✓ Learn about some common terms for referring to programs' organizational types, services offered, populations served, sources of funding.
- ✓ Think about the larger picture of adult education in Massachusetts and in the United States.

STEP 1: **Framing**: Provide introduction and rationale for this activity. This activity is intended to give participants a jump start in learning about the system of funding and implementing adult education. One way to do that is to look at one program as an example in order to think about some of the components that make up adult education.

STEP 2: Choose a participant whose program is large and varied. Ask if they would be willing to volunteer their program as an example for discussion. You may want to select a participant prior to the start of the Orientation and ask for their assistance before this session starts.

STEP 3: Write the name of the person's program on the sheet of cardboard or newsprint. Present the stickers and explain that these stickers represent common acronyms and descriptions for programs, populations, funders, and services. Ask the participant to choose and affix to the cardboard or newsprint the stickers which she thinks represents her program. Allow several minutes.

STEP 4: Meanwhile, hand out to all participants the Big Picture Reference Handbook. Tell them it is for their use as a reference after the Orientation is over.

STEP 5: When the volunteer participant has finished putting the stickers on the newsprint, ask the other participants to describe this person's program in full terms (i.e., without using the acronym initials). Answer questions as they arise; discuss. Encourage the participant up front to answer questions about his/her program as well.

STEP 6: Hand out the sheets "Adult Education in Massachusetts" and "Adult Education in the United States". Allow participants several minutes to read over silently. Generate a brief discussion using the following questions as a guide:

- Does any of the information or statistics on these factsheets surprise or impress you?
  What?
  Why?

- Do you have any questions that you would like to ask at your program's next staff meeting?
  What are they?

- What impressions do you have about adult education in Massachusetts from what you've learned in this activity?

STEP 7: Add "Sticker Activity" to the list of *TECHNIQUES AND ACTIVITIES.* Elicit from participants what benefits the activity has or might have, and how they might adapt it for use with adult learners.

NOTES:

REFLECTION ON LEARNING

TIME: 10 min.

MATERIALS: None

OBJECTIVES: This session will give participants to:

- ✓ Reflect on how the whole day's training has influenced their knowledge of and attitudes towards adult education.

STEP 1: Tell participants that you would like to give them a few minutes to reflect personally on the usefulness of what they learned that day before you do an evaluation of the training session. Not all participants need to talk during this time. This should be an informal discussion; no need to write comments on newsprint.

Choosing and posing to the participants one of the following questions may help the them to reflect on their learning:

1. What was the most meaningful or useful part of the orientation today? Why?
2. What have you learned here today that you can use the next time you work? What have you learned that you would like more time to think about and integrate into what you already know?
3. Can you talk about one tool, skill, or idea that you have now that you didn't have when the day began?
4. Was there something in this session which triggered an interest in learning more about a particular topic? What was it?

NOTES:

DAY ONE EVALUATION

TIME: 5 min.

MATERIALS: Newsprint and marker.

OBJECTIVE: This session will help participants to:

- ✓ Give feedback on first day of Orientation.
- ✓ Learn a technique for eliciting feedback which they can use with adult learners.

STEP 1: Draw a vertical line down the middle of a piece of newsprint. On the left side write *GOOD*. On the right side write *HOW TO IMPROVE*.

STEP 2: Explain that this activity is meant to give feedback to the facilitators about what was good about this first day of the orientation and how it could be improved. Start first with the "good" aspects of the first day.

STEP 3: Ask the participants to tell you what was good about this first day of orientation, and list responses on the left side of the paper.

STEP 4: Next, restate that you want advice on "how to improve" the orientation, not examples of what was bad about it. If someone does make a criticism, ask them to recommend how they could change the problem. List these responses on the right side of the paper. Resist the temptation to defend the training or your presentation.

STEP 5: Thank the group for their advice. Try to incorporate general pieces of advice in the next two days of Orientation.

STEP 6: Add "Good/How to Improve Evaluation Technique" to the list of *TECHNIQUES AND ACTIVITIES*. Ask group how they think they might use an evaluation technique like this with adult learners in the classroom. Discuss.

STEP 7: Hand out "Testing and Assessment in ABE" packet at the end of the day for participants to read through before the next day's training.

NOTES:

THE LEARNER IN THE COMMUNITY: Problem-Posing Activities

TIME: 90 min.

MATERIALS:
1. Participants will bring maps, writings, pictures, or other materials from the investigative activity they did in their classroom.
2. Instructions for Small Group Work: Problem Posing Activities (*Appendix*)
3. Handout: Summary Sheet "Examples of Problem Posing Activities" (*Appendix*)
4. Handout: Article "Themes and Tools for ESL" *(Appendix)*

OBJECTIVES: This session will help participants to:

- ✓ Recognize that their students bring a vast amount of knowledge and information based on their cultural and experiential backgrounds which should influence classroom curriculum.
- ✓ Learn several problem-posing activities that can be used to help learners identify relevant problems.
- ✓ Reflect on the benefits of using problem-posing activities for developing learners' critical thinking skills.

STEP 1: **Framing:** Explain the purpose of this session as the second part of the 3-part session on understanding the learner in the community. This session is the transition to using the information gleaned from the investigative activities to conduct activities which help learners identify and discuss relevant problems.

STEP 2: **Report back on experiences.** Let everyone have 2-3 minutes to tell what they did in their classroom and share what they learned from the experience. If group is large, divide in half so that everyone gets time to talk.

Have the group members respond to each person's experience by brainstorming additional activities which they could do in their classroom to follow up on information and ideas discovered in the investigative activity. Explain that one way to follow up on these investigative activities is to plan activities which help learners identify, pose, and solve problems they experience outside of the classroom.

STEP 3: **Problem-Posing Activities:** Divide participants into 3-4 groups. Give each group one of the activities listed on the sheet "Instructions for Small Group Work: Problem Posing Activities". Four activities are listed: choose any three if you are dividing into 3 groups. The additional activity was added to give facilitators more options for choosing activities. Also, since both "Problem Posing with Pictures" and the "AIM Approach" use pictures, choose one or the other if dividing into 3 groups. Ask participants to read and then do the activity as a group. Allow 35-40 min. for small group work.

Group A - Problem Posing with Pictures
Group B - Group Drawing
Group C - AIM Approach
Group D - Role Play

STEP 4: Bring whole group together. Ask each group to report what they did and their reactions to the activities. Encourage discussion of how and why to use these kinds of problem-posing activities in a classroom or program. In particular, focus on developing suggestions for implementing problem-posing activities based on the information which participants brought back from the investigative activities they did in their own programs.

STEP 5: Hand out description of all the activities (Summary Sheet: "Examples of Problem-Posing Activities"). Hand out reading on "Themes and Tools for ESL".

Ask participants to try out one of the activities presented in the session or in the reading aimed at helping learners articulate and solve problems. They should bring their experience doing this activity with their learners back for use in the next day's session on "Planning Lessons".

STEP 6: Reflection on Techniques: Add "Problem Posing with Pictures", "Group Drawing", "AIM Approach", and "Role Play" to the *TECHNIQUES AND ACTIVITIES* newsprint. Reflecting on these techniques was mostly accomplished during Step 4, but additional reflection on adaptation of these techniques may be done here if facilitator feels it has not been adequately covered.

NOTES:

TECHNIQUES AND METHODS

TIME: 1 hour, 45 min.

MATERIALS:
1. Instruction sheets and adjunct materials for 4 activities (*Appendix*)
2. Colored cards (four different colors, one card per participant)
3. Newsprint with instructions for "Teaching Your Activity"
4. Handout: Summary Sheet "Jigsaw Activity" (*Appendix*)

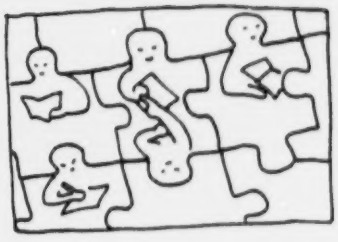
OBJECTIVES: This session will help participants to:

- ✓ Learn about and experience four techniques which could be used in teaching adult learners.
- ✓ Reflect on the usefulness of these techniques in helping adults learn.
- ✓ Think about how to adapt these techniques to the specific nature of their own individual classrooms.

STEP 1: **Jigsaw Activity.** Explain that in this session they will learn four teaching techniques by teaching them to each other. They will also participate in an exercise called a "jigsaw activity" which they can use in their classrooms. Briefly explain the procedure. Answer questions.

STEP 2: Ask participants to get into 4 learning groups. Hand out activity sheets to each group; each member of a group gets the same activity. Instruct them to take 20 minutes to get familiar enough with the activity to teach it to someone else. (*Note*: 8 activities are included in the appendix for use in this jigsaw activity. Facilitator should choose the 4 which s/he feels are most relevant to the participants in the Orientation.)

STEP 3: While the learning groups are discussing their activities, hand out a different colored card to each member of a group. Then, ask all people with the same colored card to form a new group (blues together, yellows together). These are the teaching groups. Each teaching group should have a member from each of the previous learning groups. Show newsprint with the following suggestions for *TEACHING YOUR ACTIVITY*:



TEACHING YOUR ACTIVITY

1. Give the name of the activity.
2. Give the purpose of the activity and the type of learner with whom the activity can be used.
3. ***Play the role of the teacher – demonstrate*** (do not explain) the activity all the way through, with the other participants acting as the learners.
4. When finished demonstrating, talk about the activity with fellow participants in group, if time.

STEP 3: *(continued)* Remind participants that, when they play the role of the learner, they should remember that their "teacher" would never give them an activity that was too difficult for them; therefore, "learners" should not pretend to be learners in an over-exaggerated way. Call time every 15 minutes so that each member of the teaching group has 15 minutes to teach his/her activity to the other members of the group by **demonstrating, not explaining,** the activity to the others.

STEP 4: After all participants have had their time to teach, bring whole group back together.

STEP 5: Add the names of the activities done in the jigsaw to the *TECHNIQUES AND ACTIVITIES* newsprint. Briefly (3 minutes for each) discuss each activity in turn, asking participants to reflect on the benefits of the activity for the learner. Ask them to suggest ways they might adapt that activity for their specific learners (ESL/GED/ABE, etc.)

* ***Optional, if time.*** Here is another way to process the activities in the jigsaw, if you'd like something more structured.

  Draw a line down the center of a sheet of newsprint. Write the word SKILLS at the top of the left side, and the word CONTENT at the top of the right side. Explain that this is another way of reflecting on and adapting techniques and activities to ensure they are learner-centered.

  For each jigsaw activity, list the skills which it is intended to help the learner improve (e.g., writing, speaking fluency, reading comprehension, etc.) Then, list the content in which the skills are learned (e.g., writing a job application, speaking over the phone to a doctor, reading an apartment lease, etc.).

  Facilitate a discussion about making techniques learner-centered. How are skills in service to content?

STEP 6: Add "Peer-teaching Jigsaw Activity" to the *TECHNIQUES AND ACTIVITIES* newsprint. Ask them how they liked this experience of teaching their peers. Could this jigsaw activity be used in a classroom? How?

Hand out "Jigsaw Summary Sheet" to participants.

STEP 7: Make sure that all participants get copies of all the activities done during the jigsaw. The facilitator may even want to make copies available of other jigsaw activities not used during this Orientation.

NOTES:

HOW ADULTS LEARN AS INDIVIDUALS

TIME: 45 min.

MATERIALS:
1. Handout: Summary Sheet "Language Experience Activity" (*Appendix*)
2. Blank word cards for writing words during LEA
3. *Optional*: One case study from three case studies attached, for use in STEP 8
4. *Optional*: Handouts for alternative "Process/Content" activity (*Appendix*); see p.35.

OBJECTIVES: This session will help participants to:

- ✓ Develop recognition that there are differences in individuals' learning styles dependent on personal, cultural, and experiential backgrounds.
- ✓ Understand that there is no one right approach to teaching all adults but that adult educators must be open to adapting approaches in order to help adults learn.
- ✓ Develop appreciation of characteristics of adult learners.

STEP 1: **Framing**: Explain the purpose of this activity. The intent is to think about adults as individuals who have different approaches to learning because they are adults and because they have different backgrounds, motivations, and responsibilities. This activity will help us see what different approaches to learning each of us has in this group.

STEP 2: **Language Experience Activity.** Begin the demonstration by asking participants to pretend that they are learners for this activity. Explain that you will ask them to tell you something (a funny story, how they feel about the Orientation, the dreams they have for their students, the frustrations of working in adult education) while you write it down. Ask participants to generate 3-4 sentences on one of these or another topic; encourage several different participants to give sentences. Use the exact words dictated to you. Write on newsprint in large, clear letters.

STEP 3: Call for a break. While they are breaking, write their story in code (fake alphabet) on newsprint. The code is listed below, with an example:

A=	G=	M=	S=	Y=
B=	H=	N=	T=	Z=
C=	I=	O=	U=	
D=	J=	P=	V=	
E=	K=	Q=	W=	
F=	L=	R=	X=	

Today is June 1, 1992 =

* *Option*: Generate story at end of Day 1 of training so you will have time to put it into code between Day 1 and Day 2. Question for generating story: "What do you get out of being an adult educator?"

STEP 4: When break ends, remove the English story and put up the code version. Read the story aloud, then ask the participants to verify that it is indeed their story. Read the story again, pointing to each word as you read.

STEP 5: Ask participants to read along with you. Read through two times all together, then let the group read it alone.

STEP 6: Ask 1-2 participants to select a word that is important to them or which they would particularly like to learn. Give these participants a blank word card and a pen to write the word in code. When they are finished, ask each to come up, match the word card with the word on the newsprint and read the sentence in which their word appears. Then, review these chosen words with the whole group from the word cards.

STEP 7: Ask the whole group to read the entire story again once more.

End of Demonstration.

Note: Facilitator can shorten demonstration, depending on time or the mood of the group, by omitting drilling or whole group re-reading.

STEP 8: **Discussion of Learning Styles**: Without discussing the LEA technique itself, get participants to discuss their different learning styles. The following questions should prompt this discussion:

1. How did you feel during this activity? Why?
2. What strategies were you using to remember the words? Examples might include looking for patterns, remembering the position of the words on the news print, using prior knowledge (the "I" looked like an "I"), using mnemonic devices etc.
3. For those of you who were frustrated, what else could the trainer have done to make it easier? (e.g., "I would have liked to pick out all the words with the same sounds first before reading the story" or "I would have liked a chance to look at the story alone first, silently".)

STEP 9: Having demonstrated that we each have a different approach to this particular task, think about adult learners we know. Have participants think of a learner they may know who has a very different, strong, or unique learning style. Using one participant's learner as an example, ask the participant and the whole group to:

a) Describe the learning style.
b) Identify the strengths of that learning style.

If time, take another participant's example (or another learner from the case study) and discuss.

* *Option*: If none of the participants volunteers to discuss a specific learner, have one of the following case studies available as a handout. Ask participants to read the case study silently, then discuss "a" and "b" above about one or more of the learners in the case study. This can also be done in small groups, giving each small group a different case study to discuss. If using this option, add 15 minutes to this session.

STEP 10: What are all the influences that helped to determine this style; i.e., why might any individual's learning style be different from any other individual's? List *generic* influences/reasons for different learning styles on newsprint. Make sure list is inclusive. To initiate, facilitator can give an example from following list:

- different culture
- different gender
- different personality
- different age
- different motivation
- different race
- different experience with education, etc.

STEP 11: * *Optional, if time*: Discuss implications of teaching adults as different from teaching children. Format: Draw on board or newsprint and ask participants to help you fill in the following chart. Examples of possible ideas have been listed.

HOW ADULTS AND CHILDREN LEARN

COMMONALITIES	DIFFERENCES
• Enjoy learning when it's fun	• Adults bring experience
• Need respect from teacher	• Adults may have needs for immediate use of skills learned, etc.

STEP 12: **Final Discussion**: What implications does the above discussion of learning styles have for working with adults? What does all this mean for teaching? What kinds of things can you do in the classroom to take into account the differences between learners? What strategies can we use to help adults learn best when they are in a classroom setting? How can we take advantage of these differences to make learning better for all?

STEP 13: **Reflecting on Techniques**: Add "Language Experience Activity" to the *TECHNIQUES AND ACTIVITIES* newsprint. Ask participants to discuss it *as a technique*. What are the benefits? How would you adapt it for use in particular contexts.

STEP 14: Hand out Summary Sheet "Language Experience Activity".

NOTES:

ALTERNATIVE ACTIVITY: How Adults Learn as Individuals

Here is another experiential activity for discussing how adults learn, which can be done instead of the Language Experience Activity.

TIME: 45 min.

STEP 1: **Framing:** One way to begin thinking about how adults learn is to analyze how *we* learn. By thinking about our own learning experiences, we can develop an understanding about how adults in general learn.

STEP 2: Ask participants to get into pairs. In the pairs, they should think about and share with each other the best learning experience they have had ***as an adult***. It can be either in a formal (e.g., college), non-formal (e.g., training), or informal (e.g., learning from a friend) setting.

Give each participant two sets of cards: one set of "process" cards and one set of "content" cards (*Appendix*). Each participant should choose **one** "process" card ***and*** **one** "content" card which reflects the design of their best learning experience. It helps to photocopy process cards in one color (say, blue) and content cards in another color (say, yellow).

Ask each pair also to come up with a five-word paraphrase or term which captures the essence of what both of their learning experiences had in common.

STEP 3: Ask each participant to come up and post their "process" and "content" cards on sheets of newsprints that are labeled *PROCESS* (blue) and *CONTENT* (yellow). Put the numbers 1,2,3 in sections on the newsprint so participants know where to post their cards.

STEP 4: After all participants have posted their cards, process by discussion, asking for participants to give examples of their best learning experience and why they posted their card as they did.

Questions:

- What conclusions do you draw from how the cards are posted?
- What does this make you think about the control that teachers and learners have?
- What's the difference between "learner-centered" instruction and "learner-controlled" instruction?
- What is your definition of "learner-centered"?

STEP 5: Ask each pair to tell their 5-word paraphrase or term for what their learning experiences had in common. Record these on newsprint.

Process with questions:

- What conclusions can we draw from this activity about individual learning styles?
- What implications does this have for our classrooms and programs?
- What specifically can you do, as an adult educator, to adapt to the learning styles and needs of your learners?

STEP 6: Write the words *RESPECT, EXPERIENCE, IMMEDIACY,* and *ACTIVE (LEARNING BY DOING)* on a sheet of newsprint. Ask the group what they think the implications of these words are for teaching adults. Ask them how these words do or don't apply to teaching children.

Ask participants if they have any words they would like to add to the four listed above.

NOTES:

ASSESSMENT

TIME: 45 min.

MATERIALS:
1. Role play scenarios (*Appendix*)
2. Newsprint or photocopy of QUESTIONS TO THINK ABOUT WHEN VIEWING ROLE PLAYS (Step 2)
3. Handout: "Testing and Assessment in ABE" packet (*Appendix*)
4. Handout: "Tips/Strategies for Student Self-Assessment" (*Appendix*)
5. Handout: "Quick Class Evaluation Ideas" (*Appendix*)
6. Handout: "Alternative (Supplemental) Assessment Methods" (*Appendix*)

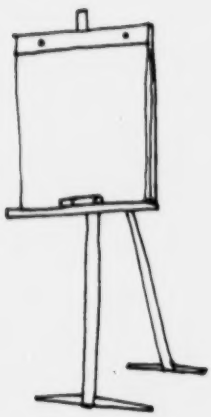
OBJECTIVES: This session will help participants to:

- ✓ Understand the audiences, purposes, and current methods of assessment.
- ✓ Understand the connection between assessment and practice.
- ✓ Learn some strategies for conducting ongoing assessment with learners in order to help learners reach their goals.

PRIOR TO SESSION: Hand out "Testing and Assessment in Adult Basic Education" packet with examples of kinds of tests, assessments, etc.

STEP 1: **Framing:** Explain to participants that the goal of this session is not to introduce them to all of the different kinds of standardized tests. The purpose is to help them understand assessment as a method of finding out where learners are and how they are progressing, and as a way of getting information that can help teachers plan instruction relevant to learners' goals and needs. We will not be going over all of the specific forms of assessment but will be approaching assessment from a broad view. We'll do this first by looking at some role plays of assessment and talking about how helpful they are, and then by thinking about ways to assess learners' progress by ways other than testing.

STEP 2: The role plays will present two different types of assessment. Present to participants a newsprint with the following questions on it:



QUESTIONS TO THINK ABOUT
WHILE WATCHING ROLE PLAYS:

1. What are some of the differences between these two types of assessments?
2. When are these two assessments conducted? Is that adequate?
3. What information does each give you?
4. What information do you not get from each?
5. When might one or the other kind of test be more useful?
6. What is the relation between the information provided by each test and what is done in the classroom?
7. How can you get the information you need if it is not provided by the assessment used, both before and after instruction has begun?
8. How in-depth an assessment is necessary for class placement?

Ask participants to look over and be thinking about these questions as they watch the role plays.

STEP 3: Conduct the two role plays (one, administering a standardized test and two, administering an alternative assessment process). Ask participants to observe without interrupting.

STEP 4: Facilitate a discussion comparing the two assessments, using the questions above as guides. DO NOT ask the questions in order or follow newsprint verbatim when facilitating the discussion. Use the questions as guides, but let the discussion flow freely. You may want to remove the newsprint from the wall first if you feel it will stifle a free discussion.

STEP 5: Hand out "Tips/Strategies on Student Self-Assessment" and "Quick Evaluation Ideas". Give participants several moments to read through silently, individually.

Then, facilitate a brief discussion, using the following questions as a guide:

- How might you use some of these ideas in your own classroom or program?
- How and why might knowing the learners' progress be helpful to you?
- How might knowing their own progress be helpful to the learners?

Encourage participants to share other non-testing ideas for following the progress of learners.

OPTION: The role plays may not be relevant when the training consists only of participants who are teachers, since the role plays focus mainly on intake assessment and many teachers do not do intake assessment in programs.

Another idea which may be more relevant to teachers would be to divide the group in half: half would brainstorm ways to get information about learners' skills, particularly reading and writing when the learners are new to class; the other group would look at ways to determine progress on an on-going basis in a classroom situation. If there are a group of counselors and support staff, they can form their own group and brainstorm ways to improve intake assessment to give both teacher and program the information each needs. Have groups write their suggestions/ strategies on newsprint; share together as part of whole group. Discuss.

NOTES:

REFLECTION ON LEARNING

TIME: 5 min.

MATERIALS: Newsprint and markers

OBJECTIVES: This session will help participants to:

- ✓ Reflect on how the whole day's training has influenced their knowledge of and attitudes towards adult education.

STEP 1: Tell participants that you would like to give them a few minutes to reflect personally on the usefulness of what they learned that day before you do an evaluation of the training session. Not all participants need to talk during this time. This is an informal discussion; no need to write comments on newsprint.

Choosing and posing to the participants one of the following questions may help them to reflect on their learning:

1. What was the most meaningful or useful part of the orientation today? Why?
2. What have you learned here today that you can use the next time you work? What have you learned that you would like more time to think about and integrate into what you already know?
3. Can you talk about one tool, skill, or idea that you have now that you didn't have when the day began?
4. Was there something in this session which triggered an interest in learning more about a particular topic? What was it?

NOTES:

DAY TWO EVALUATION

TIME: 5-10 min.

MATERIALS: Newsprint with names of day's session written across horizontally (see example below).

OBJECTIVES: This session will help participants to:

- ✓ Give feedback on the second day of the Orientation.
- ✓ Learn a technique for eliciting feedback which they can use with adult learners.

STEP 1: Put up newsprint with names of sessions written across the top of it.

		Learner in Community	*Jigsaw*	*How Adults Learn*	*Assessment*
(high energy)	5				
	4				
	3				
	2				
(low energy)	1				

STEP 2: Ask all participants to use this as a model and graph their energy level from session to session on a sheet of scratch paper by drawing a line from left to right under the names of the sessions. Ask several participants to come up in turn and graph their energy level on the newsprint, each using a different colored marker. After 3-4 participants have drawn their "energy" lines, ask if anyone else has a substantially different line.

STEP 3: Ask participants to comment on the graph. The following questions may prompt discussion which will provide feedback about the sessions:

1. Are there any real highs or lows?
2. Were the highs and lows a result of the quality of the sessions or of other factors (time of day, mood of group, etc.)?
3. If highs, lows were related to Orientation activities, what was it about the activities that raised or lowered your energy level?
4. How could activities which lowered your energy level be changed?
5. Would a different sequence of these same activities produce a different, higher "energy" line?

STEP 4: Encourage the participants to think about how they could use this feedback technique with adult learners. Help participants think about what this technique can tell them about:

- the way individuals differ in their response to the same activities;
- how to plan lessons which take into account the "flow" of energy between one activity and another;
- how a teacher can respond when sensing low energy within a group when high energy is needed for a particular activity.

STEP 5: Add "Energy Graph Evaluation" to *TECHNIQUES AND ACTIVITIES* newsprint. Discuss it as an evaluation techniques that can be used in a classroom: How would you adapt it?

Hand out "Planning Lessons" packet at the end of the day for participants to read through before the next day's training.

NOTES:

THE LEARNER IN THE COMMUNITY:
Learner-Centered Approach

TIME: 45 min.

MATERIALS:
1. Participants will bring results of problem-posing activity which they did in their classroom to share with everyone.
2. Handout: Article "Q&A: Dialogue Journal Writing with Limited-English-Proficient (LEP) Students" (*Appendix*)

OBJECTIVE: This session will help participants to:

- ✓ Share the results of problem-posing activities they tried out in their own classrooms.
- ✓ Reflect on the nature of making classes learner-centered.

STEP 1: Report back on experiences. Evaluate each activity used and encourage participants to make suggestions about adapting, altering, and improving the activities.

Framing for next activity: This last session on "Learner in the Community" will be a chance to reflect on why we want to know about the learners, and how and why to plan activities around their needs. This reflection will be done through a technique called "dialogue journal writing"; explain the activity beforehand as detailed below.

STEP 2: **Dialogue Journal Writing:** Ask participants to spend 2-3 minutes writing individually in a journal or on a sheet of paper in response to a question:

"How can you bring about a learner-centered approach in your classroom or program?"

or

"What are your thoughts about a learner-centered approach in your classroom or program?"

STEP 3: Then have participants form pairs by turning to the person sitting next to them. Ask each person to give the journal entry they just made to their partner. They will have 3-4 minutes to read what their partner wrote and to respond to it in writing: adding comments, offering questions or suggestions, etc.

STEP 4: Then have participants switch papers back so that they have their original journal entry plus the comments their partner made. Allow several minutes for participants to read their partner's response and to write a few more words of their own. Ask participants at that time to spend 2-3 minutes to discuss together what they would like to share with the larger group about what they discussed with each other in their journals.

STEP 5: Whole Ask each pair to report something to the whole group. Summarize what the group learned and lead a discussion on their role as an adult educator working with and learning about people in their communities.

STEP 6: Add "Dialogue Journal Writing" to the *TECHNIQUES AND ACTIVITIES* newsprint. Ask participants to comment on the benefits of using this technique with learners, and discuss how they might adapt it for use in their own classroom or program.

Hand out article "Q&A: Dialogue Journal Writing with Limited-English-Proficient (LEP) Students".

NOTES:

CONNECTING TO RESOURCE NETWORK AND SUPPORT SYSTEMS

TIME: 15 min.

MATERIALS:
1. Resources Sheet (Compiled by Regional Coordinators)
2. Handout: Counseling Packet *(Appendix)*

OBJECTIVE: This session will help participants to:

- ✓ Consider how to use information about local and statewide resources which can help learners to solve problems in their lives.

STEP 1: Leading off from the problem-posing activity in the previous session, ask participants to name several of the needs identified. List on newsprint.

STEP 2: Hand out "Resources Sheet". Give participants several minutes to look through silently or talk about informally with their neighbors.

STEP 3: Ask them if the Resources Sheet has information which would be helpful to them for the needs written on the newsprint. Take *one* need as an example, and walk through briefly: find the relevant resources, and ask the participants to suggest ways in which they could use these resources, both inside and outside of the classroom, to help learners. No need to write comments on newsprint.

STEP 4: Ask participants to mention other resources they know about which have been or could be helpful to them.

Hand out "Counseling Packet" to all. Ask counselors and support staff to talk about their role in connecting learners to resources and support systems.

NOTES:

PLANNING LESSONS

TIME: 90 min.

MATERIALS:
1. "Planning Lessons" packet (*Appendix*) (Hand out day before this session)
2. Handout: "Ideas for Learner-centered Lesson Plans" (*Appendix*)
3. Instructions: "Planning A Lesson - Small Group Activity" (*Appendix*)
4. Handout: Summary Sheet "List of All Techniques and Activities Presented in SABES Orientation" (*Appendix*)

OBJECTIVES: This session will help participants to:

- ✓ Learn the criteria for structuring a lesson plan that incorporates learner-centered activities.
- ✓ Participate in developing a lesson plan for a specific audience of learners (math, ESL, multi-level, ABE, etc.)

STEP 1: **Framing:** The point of this session is give participants in small groups a chance to help one of their members plan an actual lesson for his/her class based on the information/problems which were uncovered during the Investigative/Problem-Posing activities which that member tried out between sessions.

STEP 2: **Lesson Plan Criteria:** Ask group to brainstorm what needs to be considered when planning a lesson. List on newsprint. They will probably mention things like objectives, activities, time for each activity, goals of the learner, etc. Each teacher can develop a format which suits his/her personal style and teaching needs. Refer participants to the Sample Lesson Plans #1, #2, and #3 in "Planning Lessons" packet. Mention that lesson plans can be single or multi-focus; i.e., all activities can be related to one issue, or each activity can be related to a separate issue.

STEP 3: **Planning a lesson in small groups:** Divide whole group into smaller groups of ABE, ESL, and GED practitioners. Make sure that in each group there is one participant who actually tried out at least one of the Investigative or Problem-Posing activities from the previous sessions on "Learner in the Community".

Using that participant's class as an example, ask each group to help that participant draft a lesson plan that incorporates and follows up on what that participant learned from doing the Investigative or Problem Posing activities in his/her class. For example, if in trying out the "Community Mapping" activity with her students, the participant discovered that the hospital is a scary place for the students because they don't understand all the forms and procedures, the participant may want to plan a lesson around this issue: maybe a role play on asking questions of doctors, practice in filling out forms, etc. The small group will help that participant to plan an actual lesson for the participant's next class (which may or may not include activities on other issues) that addresses the issues brought up in class. The group can use one of the sample lesson plan formats, or may devise its own format. Group should record the lesson plan they develop on newsprint.

STEP 3: *(continued)* If more than one person in the small group has done an Investigative/Problem-Posing Activity with his/her class and wants to plan a lesson, the small group itself can divide up so that more than one lesson plan is produced. Probably no less than 3 people should work together to develop a lesson plan.

Hand out "Planning a Lesson - Small Group Activity" to each group.

Note: Counselors and support staff may join a group or may form their own group to discuss further issues which have arisen for them during the Orientation.

STEP 4: **Whole Group Sharing**: Bring whole group together. Ask each small group to show newsprint of lesson plan and report. Encourage whole group to praise, make suggestions, etc. Continue small group reports until all have shared.

Lead a final discussion, using some of the following questions as a guide:

- What help is having a lesson plan?
- What possibilities are there for making lesson plans learner-centered?
- What if you have a set curriculum that you need to follow?

Encourage participants to reflect on how they will (or won't) use lesson plans for their classes.

Hand out "Ideas for Learner-Centered Lesson Plans".

STEP 5: Hand out "List of All Techniques and Activities Presented in SABES Orientation". This should mirror the newsprint on which you have been listing techniques all through the Orientation.

NOTES:

FINAL EVALUATION

TIME: 5-10 min.

MATERIALS:
1. Written Evaluation Form (*Appendix*)
2. Newsprint with participants' goals from first session
3. Orientation agenda (newsprint or handout)

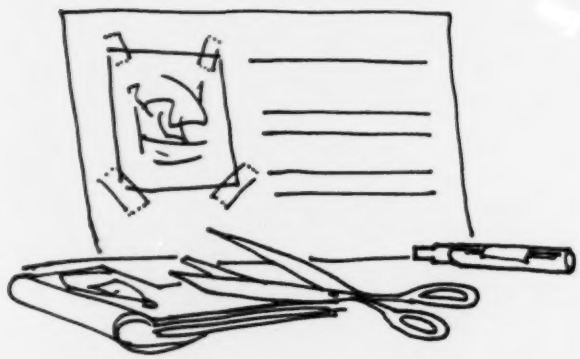
OBJECTIVE: This session will help participants to:

✓ Provide information to the facilitators about how to improve the Orientation.

STEP 1: Explain that we are always trying to improve and refine this Orientation, as well as our skills as facilitators; therefore, you would like them to help us by giving us ***honest*** feedback about the Orientation. They do not need to put their name on the form.

Put up newsprint with participants' goals from first session. Also put up the agenda newsprint (or make handout of agenda available).

Hand out Written Evaluation Form.



NOTES:

EXPERIENCE OF BEING A TEACHER: Realities and Ideals

TIME: 75 min.

MATERIALS: 1. Several short descriptions of worst case scenarios (Step 1 below), placed in bowl or container prior to beginning of session.

OBJECTIVES: This session will help participants to:

- ✓ Identify barriers/limitations that they will encounter in the real world.
- ✓ Discuss together how to overcome barriers and use resources available.
- ✓ Identify how they will use the most important skills they learned during the Orientation.

STEP 1: **Generating worst case scnarios:** Ask participants to take 3-4 minutes to write down, on a slip of paper, a brief description of the worst situation that could happen or has happened to them during their teaching, counseling, etc. The following examples can be added to the bowl by the facilitator:

- You want to go to staff development and the director won't let you go.
- Teacher unknowingly using a gesture that's offensive to a class.
- Student coming in drunk/high.
- Students who never want to leave.
- Students with no progress at all.
- Student who smells really bad. No one wants to sit next to him/her.
- Students fighting or making racist remarks in class.
- Staff feeling a need to change quality of program (rigid time frames, etc.) How to affect change in program?

STEP 2: Ask participants to put their slips of paper into the bowl. Then, have participants break into small groups.

STEP 3: Pass the bowl around and ask each group to pick 2-3 slips, depending on the number of slips. Give the groups 15-20 minutes to discuss the situation and brainstorm strategies for dealing with each of the situations, and write the strategies on a sheet of newsprint. Ask them also to list resources available to help them in these situations and in their jobs (e.g.: SABES, other teachers, Clearinghouse, etc.)

STEP 4: **Whole Group:** Bring the whole group together. Ask each group in turn to put up their newsprint, read the description, and then comment on the group's strategies/suggestions/resources for dealing with the problem. Summarize resources identified in small groups on newsprint. Use the back-up list of "Resources of Adult Educators", to add to the separate small group lists, if necessary.

RESOURCES FOR ADULT EDUCATORS

SABES Regional Centers

ALRI - Adult Literacy Resource Institute, Boston

SABES Central Clearinghouse - World Education, Boston

Local libraries

Bureau of Adult Education, Department of Education, Quincy, MA

Commonwealth Literacy Campaign, Bureau of Adult Education, Quincy, MA

Fellow practitioners

MCAE - Massachusetts Coalition for Adult Education

MATSOL - Massachusetts Association of Teachers of English to Speakers of Other Languages

Local community colleges

State colleges and universities

Regional literacy coalitions

Center for Applied Linguistics, Washington, D.C.

National Institute for Literacy, Washington, D.C.

National Clearinghouse for Literacy Education, Washington, D.C.

NOTES:

REFLECTING ON LEARNING AND FUTURE GOALS

TIME: 20 min.

MATERIALS:
1. Handout: "Continuum of Knowledge and Skill Development" *(Appendix)*
2. Handout: "Questions for Written Reflection" *(Appendix)*
3. Blank envelopes

OBJECTIVES: This session will help participants to:

- ✓ Reflect on how they will use the things they have learned in the Orientation.
- ✓ Set new goals for their own professional development.

STEP 1: **Framing**: Explain that since we are is nearing the end of the training, you would like the participants to have a chance to reflect on what they have learned, what their next learning goals are and what strategies they have for meeting these goals.

STEP 2: Hand out "Continuum of Knowledge and Skill Development". Explain that we hope this Orientation has presented them with an exposure to knowledge and skills (left side of continuum). Their development as professionals in the field of ABE will require more work and attention throughout their career, and there are many ways to get the staff development they need. They might keep some of these in mind when setting goals for their professional development.

STEP 3: Hand out "Questions for Written Reflection" and ask participants to take 5-10 minutes to respond to the questions on the form. Explain that responses will be private; facilitator will not read them. Ask them to fold the sheet when finished, seal in envelope, write their name and address on the envelope, and return to you. Ask if any participants would like to share their reflections with others. If no one does, that's fine.

STEP 4: Explain that you will be sending them the envelope in 2-3 months so that they can gauge their progress on the short-term goals they listed.

STEP 5: Ask if they would like to get together in a few months to meet informally, maybe have a party, to talk about how they're doing, get feedback on the Orientation and how it could be improved, share problems and successes, etc. If people show interest, try to set up a date and time for such a get-together before people leave.

Option:
Explain to participants that you or the Regional Coordinator would also like to help arrange for each participant to meet with and/or observe an experienced staff person in another program who has the same job (teacher, counselor), and that you can contact them individually to help them set that up. Those who are interested should see you or the Regional Coordinator after the Orientation.

STEP 6: Bring closure to the Orientation.
Thank all participants and Regional Coordinator, etc. Warm words.

Orientation for New Adult Education Staff:

produced by:

SABES

System for Adult Basic Education Support

Appendix

- Handouts
- Alternative Agenda
- Model for Orientation Reunion
- Counseling Packet

Orientation for New Adult Education Staff: Agenda

Day I

Introduction and Goals
What is Literacy?
Materials
The Learner in the Community: Investigative Activities
The Big Picture: Adult Education in Massachusetts and Beyond
Daily Evaluation

Day II

The Learner in the Community: Problem Posing Activities
Techniques and Methods
How Adults Learn as Individuals
Assessment
Daily Evaluation

Day III

The Learner in the Community: Learner-Centered Classrooms
Connecting to Resource Network and Support Systems
Planning Lessons
Final Evaluation
Experience of Being an Adult Educator: Realities and Ideals
Reflecting or Learning and Future Goals

Purpose and Themes of the Orientation

Purpose:

The purpose of the Orientation is to give participants (through hands-on activities) an introduction to knowledge, skills and approaches for working with adult learners. We have attempted to achieve a balance of sessions which focus on theories/approaches and sessions which focus on techniques/ methods.

Audience:

This Orientation is designed for all new adult education staff in the state of Massachusetts who have worked in an adult education program for less than one year. The majority of these staff people are teachers; however, where possible, we have attempted to make the activities more relevant to counselors, support and other staff.

Themes:

We advocate a learner-centered, participatory approach to teaching and training. These themes will be apparent both in the content and framework of the training.

The classroom curriculum doesn't completely exist without the learner; the Orientation curriculum doesn't completely exist without the participants. Some Orientation sessions are designed to make use of information that participants bring back after trying out various activities in their own classrooms.

The best resource for adult education staff is each other. We have attempted to design activities which help staff get to know each other and establish a basis for future networking and collaborative problem solving among participants.

Techniques:

The techniques presented and used in this Orientation were chosen because they are (or have the potential of being) learner-centered, experiential, and participatory.

The techniques and methods in the Orientation may be presented with a particular focus: ESL, ABE, low-level, advanced-level, etc. Participants will be encouraged throughout the Orientation to reflect on ways to adapt these techniques to the focus most relevant to them.

Literacy: What Do the Definitions Tell Us?

Carman St. John Hunter, United States.
Consultant in Popular Education, Literacy, and Community Development

My assignment is to reflect on what the definitions are actually saying about literacy. The dictionary suggests that a definition is supposed to *make clear a word or phrase*. All of us who have been dealing with the changing concepts of literacy know very well that despite the many definitions offered over the last 50 years, the concept remains fuzzy, to say the least. The absence of any clear statement of exactly what literacy is, and, therefore of any objective basis for its measurement, has astounded and often infuriated those intent on finding immediate 'solutions' to the existence of adult illiteracy in the industrialized world. I have no new definition of literacy that will impress you by its precision and clarity.

I do, however, intend to think aloud for a brief time about the assumptions that appear to inform existing categories of definitions and to raise some questions for our joint reflection.

I have come to distinguish three broad categories of definitions, each based on very different assumptions about the nature and role of literacy in personal life and in society:

- literacy as a set of basic skills, abilities, or competencies;
- literacy as the necessary foundation for a higher quality of life;
- literacy as a reflection of political and structural realities.

Definitions that emphasize either functional skills, humanistic concerns, or social context do not exclude the other emphases entirely. However, it is my contention that the definition with which you start makes an enormous difference in the policy and practice of anyone concerned with questions related to literacy at any level.

Functional Skills and Functional Literacy

In pre-industrial or industrializing societies, there was little need to define literacy. Persons who could sign their names, read simple material, do basic computation, were considered literate. They might not be able to do everything that the most highly educated could, but they were separated from the vast majority of the population by their ability to read and write, even at the most rudimentary level. Statistics gathered today in many parts of the world regarding the number of literate people are based on just such simple definitions.

Following the First World War and, increasingly, since World War II, the growing complexity of technological development has created a new dependency on the written word for gaining and communicating information. Once a signature and simple word recognition were no longer sufficient for living in an industrial society, the concept of 'functionality' was born and gained popularity among many who speak and write about literacy/illiteracy. The term functional literacy term suggests the ability to cope within the new conditions created by industrialization. But what, specifically, is required in order to be functionally competent? The most common answers refer to the possession of certain minimal skills.

By 1947 the United States Census Bureau was suggesting, somewhat arbitrarily, that those who had the equivalent of fifth grade education in the public school system possessed sufficient skills of reading, writing and computation to be designated as literate. Twenty years later, in 1966, the Adult Education Act spoke of the equivalent of high school education as being necessary for a person to fit into the society. Claims for differing grade levels as providing sufficient skills to function in public and private activities have been advanced as necessary, but in no instances has there been any description of a *specific* set of skills that are guaranteed by the completion of a particular grade.

To have acquired sufficient linguistic ability to read texts calibrated on the basis of children's performance at different grade levels does not signify an ability to read materials associated with the diverse settings in which adults

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live and work. It certainly does not guarantee the ability to read communications from government bureaus, social service agencies, or insurance companies, to mention only a few.

Literacy definitions based on grade completion completely disregard the fact that schools differ one from the other and between regions even within a given society. The inner city-suburban, rural-urban differences in quality of education offered in any industrial national are enormous. Dissatisfaction with grade-level completion as a reliable measure of literacy has increased over the years.

However, the attempt to define functional literacy skills without reference to schooling has proven equally complex, partly because it has required a specificity about actual needed skills that could remain unclear when speaking in terms of grade levels. One approach has been to focus on functional literacy for the workplace, never mind the rest of life.

Job-Related Skills

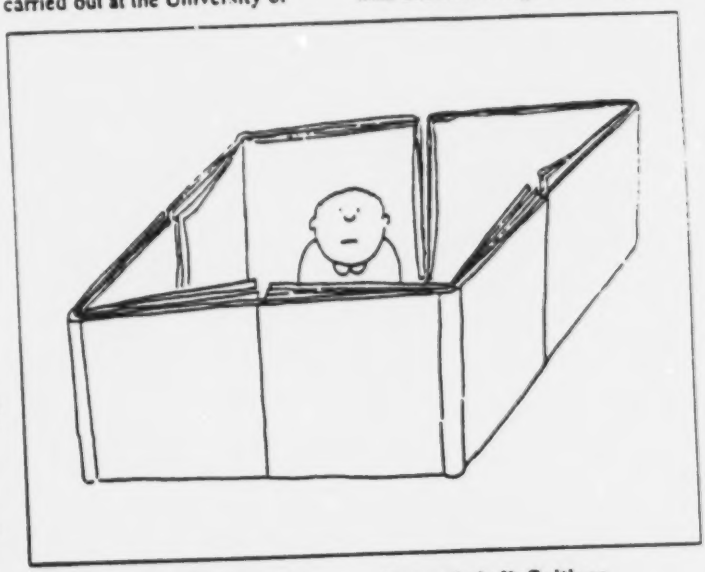
In the United States, Thomas Sticht and some of his associates have done considerable work along the lines of job-related skills, especially in relation to tasks required within the armed services. One definition proposed by Sticht suggests that functional literacy in the context of work is 'the possession of those literacy skills needed to successfully perform some reading task imposed by an external agent between a reader and a goal the reader wishes to obtain'(1).

While it may be possible to define the vocabularies and reading materials required for certain specific jobs, the constantly changing work scene and the increasing complexity of reading requirements in different fields make functional literacy, even in relation to work, extremely difficult for those adults already left out of the mainstream. This is particularly true because in industrialized societies the number of highly educated people -- with university and graduate training -- has grown, leaving those with minimal literacy still far behind. The acquisition of limited skills by the most disadvantaged still leaves them disadvantaged and in the same relative position in a stratified social and economic structure.

The major attempt to define across the board skills basic for functional literacy was the Adult Performance Level study (APL) carried out at the University of Texas in Austin (2). Sixty-five objectives -- requirements for adult living -- were defined and keyed to five general knowledge areas. In fact, no universal standard for adult functional competence resulted. Instead, three levels of competence in each area could be measured, but the universal validity of competencies described by the APL study has been disputed largely because they were defined by a relatively small group of academicians and educators.

The narrow focus on success in economic terms and the exclusion of hard to measure objectives such as stimulating imagination, reflecting on one's place in the universe, sharpening and extending memory, the cultivation of skills in interpersonal relations or in relation to social analysis made the APL enterprise seem mechanistic and devoid of human or humane meaning.

Thus the critics of functional competence skills as a basis for defining literacy have preferred definitions based on broad humanistic understandings of literacy.



Humanistic Definitions of Literacy

Perhaps the best way to illustrate definitions that regard literacy as the necessary foundation for improvement in the all-round quality of life of individuals and communities is to quote some of the better-known and more widely accepted humanistic definitions.

In 1947 a Unesco definition states that, 'the skills of reading, writing and counting are not an

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end in themselves. Rather, they are the essential means to the achievement of a fuller and more creative life'(3). A study in 1954 by W.F. Gray for Unesco stated that a person might be considered functionally literate 'when he has acquired the knowledge and skills in reading and writing which enable him to engage in all those activities in which literacy is normally assumed in his culture or group'(4). In 1962 Unesco adopted essentially the same definition with the addition of the notion that attainment in reading, writing and arithmetic 'make it possible for a person to continue to use these skills toward his own and the community's development'(5).

In 1965 the final report of the Teheran World Conference of Ministers of Education on the Eradication of Illiteracy said the following: 'The very process of learning to read and write should be made an opportunity for acquiring information that can immediately be used to improve living standards; reading and writing should lead not only to elementary general knowledge but to training for work, increased productivity, a greater participation in civil life and a better understanding of the surrounding world and should ultimately open the way to basic human culture'(6).

Such global definitions have a certain appeal because they appear to address broad human needs and longings. Yet the connection between their inclusive images and what is actually promised and accomplished in basic education or literacy programs is even more difficult to verify than in the activities of those who define literacy in terms of skills. What are the signs that 'the way has been opened to basic human culture' or that a person is 'engaging in all those activities normally assumed in his culture or group'?

When David Harman and I were working on the 1979 study of adult illiteracy in the United States, we did not find skill-based definitions very satisfactory. We were also struck by the fact that global definitions of and claims for literacy could not ensure any empirical validation of literacy achievement except as individuals themselves expressed satisfaction with their own ability to 'engage in all those activities in which literacy is normally assumed in culture.' We finally made our own statement based on the recognition that ultimately people themselves decide what constitutes literacy for them at different stages and under the changing circumstances of their own lives.

We said that functional literacy is 'the possession of skills *perceived as necessary by particular persons and groups* to fulfill their own self-determined objectives as family and community members, citizens, consumers, job-holders, and members of social, religious, or other associations of their choosing. This includes the ability to obtain information they want and to use that information for their own and others' well-being; the ability to read and write adequately to satisfy the requirements *they set for themselves* as being important for their own lives; the ability to deal positively with demands made on them by society; and the ability to solve the problems they face in their daily lives'(7).

We took considerable criticism for that definition from those who thought they had already established some sort of objective, measurable definition of literacy -- or who still believed such an endeavour possible. At times I found it hard to respond to the neat logic of competency-based educators implementing the APL objectives as the road to functional literacy. Yet, further study and observation has convinced me that we were correct and probably did not even go far enough in emphasizing that there is not yet and probably can never be a universal standard for literacy based on a definition that fits all adults in any society. This assertion makes sense when we begin to look at the distribution and uses of literacy as a reflection of political and structural realities

Social Context Definitions of Literacy

People with limited literacy skills in the industrialized countries are also most likely to suffer from an aggregate of other disadvantages -- unemployment, poor housing, deteriorating communities, social discrimination and isolation. In short, they are the poor, the marginal population. Literacy is only one of the social goods that they lack.

Reading and writing as isolated skills would not change their situation because they would still not have access to the cultural information, the historical, literary, philosophical, scientific, geographic knowledge that provide meaning to the written word. They also lack access to reliable current information and to the channels that would enable them to share their information and experience within the society.

The following definition suggested by Kenneth Levine places literacy within a broader social context: 'Literacy in general becomes the *exercised* capacity to *acquire* and *exchange* information via the written word. Functional literacy is taken to be the possession of, or access to, the competencies and information required to accomplish those transactions entailing reading or writing in which an individual wishes -- or is compelled to engage'(8).

Levine went on to state that,

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'The new definition accepts that each individual is an expert arbiter of his or her own literacy and information needs. It does not legislate for minimum norms or fixed societal standards, which at present generate a false sense of security for those who achieve them and an unnecessary burden of failure on those who do not.'

The implications of this definition are multiple. It suggests, for example, that those who possess the technical skills associated with reading and writing but do not *use* them should not be called literate and whoever has these skills but seeks to mask or secrete information is also illiterate. This would apply in societies where large numbers within the population are systematically excluded from access to information and to those who keep them in ignorance of what is really going on.

It further suggests that *access* to information and skills may be as important as *possession*. The research of Allene Fingeret is significant in this connection. She has demonstrated that people who do not themselves read and write generally are supported by a network of friends or family who supply what is lacking in exchange for other kinds of help (9) in the same way that anyone who lacks particular knowledge or skills relies on lawyers, tax specialists, bankers or others to supply needed information. None of us possess all the multiple literacies required in this complex society.

Literacy is a complex social good, set in the midst of other activities. It is not an isolated skill but, rather, a contextual right that derives its meaning from its ability to be *used*.

Final Comments and Reflections

All three definitions are important, but the third places the other two in a meaningful context. The practitioner who defines literacy as a set of skills or as the ability to use skills within work, community or cultural settings is in danger of placing the entire burden of change on the individual adult learner. The people with limited skills become the focus of needed change. When literacy is seen in the context of social realities, on the other hand, then social, political and economic structures are identified as the focus for needed change. Access to knowledge and the power to create and to use social knowledge becomes the crucial issues.

Thus it is important for the practitioner -- even the practitioner in a small program in a small library, in a small community -- to recognize that, in addition to helping adult learners to develop the skills they see as necessary and in addition to nurturing the dreams of learners that their literacy will lead to a better life, they must recognize that conquering illiteracy means combatting the structures based on race, sex and class that keep people illiterate. Literacy will only become recognized as a universal right when it is defined within the complexity of other rights and pursued within a holistic social, political and economic context.

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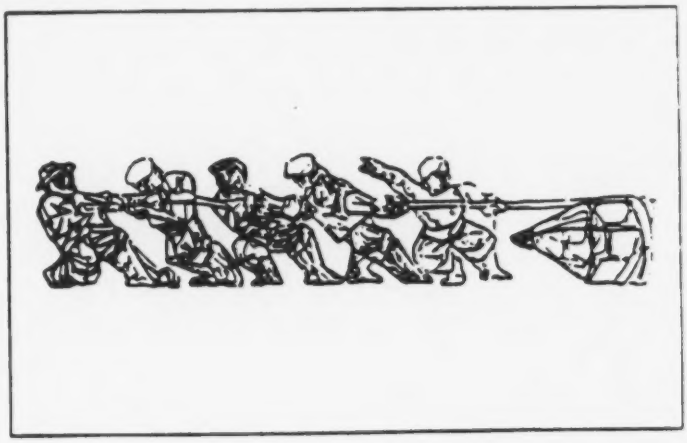

from Convergence, "Literacy: What Do the Definitions Tell Us?" By Carmen St. John Hunter. Vol. 20, No. 3-4, 1987. pp. 23-26.

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SUBJECT - VERB

▸ Direction: 1. Each sentence below has a [SUBJECT] and a [VERB].
2. Write the SUBJECT and the VERB in the boxes.
3. Study for dictation.

Example: Paul and Ed work in a bank.

	SUBJECT (ACTOR)	VERB (ACTION)
	Paul and Ed	work

	SUBJECT (ACTOR)	VERB (ACTION)
1. Mr. Taylor drives fast on the highway.		
2. Alfredo paints beautiful pictures.		
3. Rosa reads after dinner every night.		
4. The secretary types many letters.		
5. Bob cooks spaghetti for lunch.		
6. The teacher corrects the students' tests.		
7. The girls swim at the club after school.		
8. Pedro and Ana sing at church on Sunday.		
9. Mr. and Mrs. Kim go to Oregon every year.		
10. David and Ruth cut the grass every week.		
11. The students repeat the words in class.		
12. The boys deliver newspapers every day.		

THE QUESTION BOX

1. What do we call the actor in a sentence?

Answer _____

2. What do we call the action word in a sentence?

Answer _____

English Grammar Through Guided Writing: Verb, by McClelland & Hale. Prentice-Hall, New Jersey. Reprinted w/ permission.

DES DIVISION OF EMPLOYMENT SECURITY

CARACTERÍSTICAS DE SOLICITANTES CRÉDITOS DE IMPUESTOS DEL TRABAJO PARA GRUPOS SELECTOS

NOMBRE (Apellido Nombre Inicial)	NÚMERO DE SEGURO SOCAL	FECHA COMPLETADA(Mes Día Año)
DIRECCIÓN (Número Calle Ciudad Estado Area Postal)	FIRMA	NÚMERO DE TELÉFONO

☐ VETERANO/A ☐ INCAPACITADO/A ☐ NO-VETERANO/A

La siguiente información será usada únicamente para verificar su elegibilidad para el programa "Targeted job tax credit" el cual provee beneficios de impuestos a empleadores quienes emplean a ciertos grupos de trabajadores selectos. La información que usted provea será usada únicamente por la División de Seguridad de Empleo para determinar si usted es miembro de uno de estos grupos selectos y será mantenida confidencialmente. Por favor, lea cada pregunta cuidadosamente, marque Si o No y suministre la información requerida. **Usted debe proveer copia (s) de evidencia documentada que demuestren su elegibilidad para el programa T J T C si su contestacion a cualquier pregunta es afirmativa. (Mire al dorso de esta forma para ejemplos de lo que se considera evidencia documentada.)** Si usted necesita asistencia para completar cualquier porción /parte de esta forma. Por favor llamea: 800-392-6209

1. Fecha de nacimiento _____ (Mire al otro lado) (Mes. dia. año) Somete copia de identificación oficial que demuestre su fecha de nacimiento

2. Ha trabajado usted con este empleado / compañía anteriormente ☐ SÍ ☐ NO
(Si contesta que si, el empleador no puede reclamar el crédito de impuestos)

3. Está usted recibiendo ayuda de Seguro de Ingreso Suplementario? (SSI) ☐ SÍ ☐ NO
(Si contesta que si, mire al otro lado)

4. Está usted recibiendo ayuda para Familia de Niños Dependientes? (AFDC) ☐ SÍ ☐ NO
(Si contesta que si, mire al otro lado)

   A. Está usted registrado/a en el programa de Entrenamiento y empleo? (ET) ☐ SÍ ☐ NO

   B. Ha estado recibiendo ayuda de AFDC por los últimos 90 dias consecutivos? ☐ SÍ ☐ NO

5. Está usted recibiendo servicios de rehabilitación por medio de la comisión de rehabilitación de Massachusetts (Mass Rehab)? (Si contesta que si, mire al otro lado) ☐ SÍ ☐ NO

   A. Está usted recibiendo servicios de rehabilitación por medio de la Administración de Veteranos? ☐ SÍ ☐ NO

6. Está usted participando en el programa de Educación Cooperativa arreglado por medio de su escuela? ☐ SÍ ☐ NO

   A. Nombre de la escuela: _____

7. En los últimos cinco años, ha sido usted convicto por un delito o salido de una prisión donde usted sirvió algun tiempo por un crimen cometido? (Si contesta que si, mire al otro lado) ☐ SÍ ☐ NO

8. Sirvió usted por mas de 180 dias de Servicio Militar activo entre 8/5/64 y 5/7/75 (Era de Viet-Nam)? ☐ SÍ ☐ NO
(Si contesta que si, mire al otro lado)

9. Está usted en el presente recibiendo asistencia de Servicios de Veteranos o Ayuda General? ☐ SÍ ☐ NO
(Si contesta que si, mire al otro lado)

10. Aportó usted más de 50 por ciento de sus gastos de vivienda, (renta, comida, etc.) durante un periodo de seis meses antes de comenzar su trabajo? ☐ SÍ ☐ NO

11. Cuantos miembros de su familia han vivido en su hogar (incluyendo usted) durante los últimos seis meses? _____ (Nota: Mire al otro lado por definición de familia.)

12. Cuál fué el ingreso total ganado por los últimos seis meses de todas las personas contadas en la pregunta número 11 arriba? $ _____ (Nota: Por favor mire al otro lado por la definición de ingreso que debe incluir al calcular su salario)

DECLARACIÓN DEL EMPLEADO:

Yo certifico que la información que he suministrado en esta forma esta correcta en mi mejor conocimiento. Estoy de acuerdo que cualquier informacion que yo he suministrado puede ser sometida para verificación, incluyendo documentación para demostrar la elegibilidad y/o recursos de contactos adicionales que verifiquen tal elegibilidad.

FIRMA DE EMPLEADO	FECHA	FIRMA DE (padre o guardián) *	FECHA

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Definitions of Literacy

#1 Literacy is the ability to read any 10 random sentences presented to you.

#2 Those who have the equivalent of a high school education in the public school system possess sufficient skills of reading, writing and computation to be designated as literate.[1]

#3 Functional literacy in the context of work is 'the possession of those literacy skills needed to successfully perform some reading task imposed by an external agent between a reader and a goal the reader wishes to obtain'.[2]

#4 A person might be considered functionally literate 'when he has acquired the knowledge and skills in reading and writing which enable him to engage in all those activities in which literacy is normally assumed in his culture or group'.[3]

#5 Functional literacy is 'the possession of skills perceived as necessary by particular persons and groups to fulfill their own self-determined objectives as family and community members, citizens, consumers, job-holders, and members of social, religious, or other associations of their choosing. This includes the ability to obtain information they want and to use that information for their own and others' well-being; the ability to read and write adequately to satisfy the requirements they set for themselves as being important for their own lives; the ability to deal positively with demands made on them by society; and the ability to solve the problems they face in their daily lives'.[4]

#6 Literacy in general becomes the exercised capacity to acquire and exchange information via the written word. Functional literacy is taken to be the possession of, or access to, the competencies and information required to accomplish those transactions entailing reading or writing in which an individual wishes–or is compelled–to engage'.[5]

[1] From "Literacy: What Do the Definitions Tell Us?" by Carman St. John Hunter, Convergence, Vol. 20. 20, No. 3-4, 1987, pp. 23-26.

[2] Sticht, Thomas, quoted in Nafziger, D., Thompson, R., Briscox, M.D. and Owen, T.R. Tests of functional adult literacy: an evaluation of currently available instruments. Portland, Oregon: Northwest Regional Educational Laboratory, 1975. Taken from "Literacy: What Do the Definitions Tell Us?", p. 26

[3] Gray, W.S. The Teaching of Reading and Writing. Paris: UNESCO, 1956. Taken from Literacy: What Do the Definitions Tell Us?", p.25

[4] Hunter, Carman St. J. and David Harman. Adult Illiteracy in the United States: a Report to the Ford Foundation. New York: McGraw-Hill, 1979. Taken from "Literacy: What Do the Definitions Tell Us?", p. 25

[5] Levine, Kenneth. "Functional Literacy: Fond Illusions and False Economies", Harvard Educational Review, Vol. 52, No. 3, 1982. Taken from "Literacy: What Do the Definitions Tell Us?", p. 25

Jim: My car was broken into during the last class.

Mona: Oh, that's terrible. Where was it?

Jim: Right out front.

Mona: Maybe you should take the bus to class.

Jim: That's no better. I'm afraid to walk home from the bus stop at night. A woman was mugged in my neighborhood last week.

Mona: Did any of the neighbors see who did it?

Jim: I don't know. I don't know my neighbors.

Mona: Gee, I'd get a gun if I were you.

Jim: No. I don't wan't to shoot anybody. I just want to be safe.

written by Andy Nash

How tall was the man?
How heavy was he?
What color hair did he have?
What color eyes did he have?
What was he wearing?
What kind of car was he driving?
What color was the car?
What was the license number?
How much money was taken?

From Line By Line by Molinsky

Stephen J. Molinsky and Bill Bliss, illus. *Line by Line: English Through Grammar Stories.* Englewood Cliffs, New Jersey: Prentice Hall, 1983.

SABES: Orientation for New Staff

Marjorie Smith Was Mugged

Marjorie Smith was mugged about an hour ago while she was walking home from work. She's at the police station now, and she's having a lot of trouble giving the police information. She knows that a man mugged her about an hour ago, but she simply can't remember any of the details.

She has forgotten how tall the man was.

She isn't sure how heavy he was.

She can't remember what color hair he had.

She has no idea what color eyes he had.

She doesn't remember what he was wearing.

She doesn't know what kind of car he was driving.

She can't remember what color the car was.

She has no idea what the license number was.

And she doesn't even know how much money was taken!

Poor Marjorie! The police want to help her, but she can't remember any of the details.

1. What happened to Marjorie Smith about an hour ago?
2. Where is she now?
3. What's she having trouble doing?
4. Why?
5. Can she tell the police how tall the man was? Why not?
6. Can she tell the police how heavy he was? Why not?
7. Can she tell the police what color hair he had? Why not?
8. Can she tell the police what color eyes he had? Why not?
9. Can she tell the police what he was wearing? Why not?
10. Can she tell the police what kind of car he was driving? Why not?
11. Can she tell the police what color the car was? Why not?
12. Can she tell the police what the license number was? Why not?
13. Can she tell the police how much money was taken? Why not?

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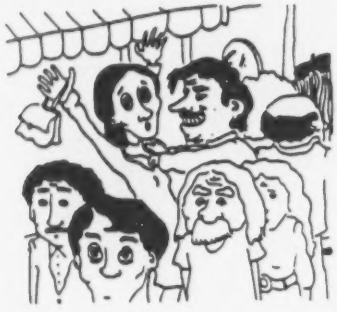
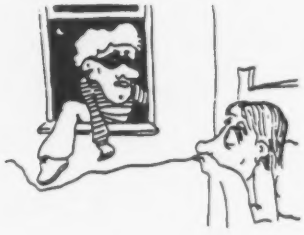
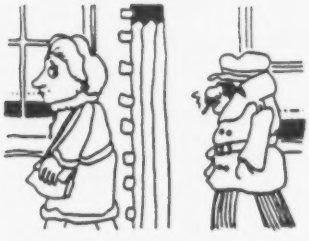
Crime and Punishment

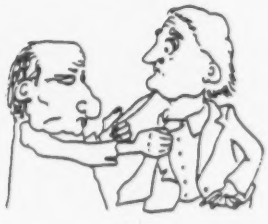
Class Discussion: What Would You Do?

What is happening in these pictures? What should you do if you are the victim?









Group Activity: Crime Prevention

How can these crimes be prevented? Make a list of suggestions with your group. Share your list with the class.

- Mugging
- Car theft
- Kidnapping
- Child abuse
- Rape

Group Activity: Police Protection

Discuss these questions and report to the class.

1. Have you ever had any contact with the police? What happened?
2. What do police officers do where you live now?
3. How do you feel about the police in your community? Check whether you agree or disagree with each of the statements following. Discuss your choices with your group.

Tina K. Carver and Sandra Fotinos. A Conversation Book: English in Everyday Life. Englewood Cliffs, New Jersey: Prentice Hall, 1985.

	Agree	Disagree
Most police are honest.		
Police do an important job for society.		
People don't appreciate the hard work that police do.		
Police should be paid more money, so that they won't be tempted to take bribes.		
What some poeple call "police brutality" is usually necessary for self-defense.		
Police salaries are too high.		
Many police are dishonest.		
I am afraid of police brutality.		
Police often use their guns too quickly.		
Police often treat teenagers unfairly.		
Police often treat minorities unfairly.		

Class Discussion: Capital Punishment

Capital punishment is the death penalty. It is legal in the United States. Is it legal in your native country? Do you approve or disapprove? Why? Do you think capital punishment is ever justified? When?

Community Activity: Capital Punishment Survey

Take a survey of the opinions of other students and teachers at your school. Each student in your class should ask five people outside the class this question:

Do you approve of capital punishment?

	Yes	No	Not Sure
1.			
2.			
3.			
4.			
5.			

Report your responses to the class. Add up the class results on the board. What did your survey show? Discuss the results.

Poll the Class: Prisons

How do your classmates feel about the prison (penal) system? Poll the class and find out.

	Agree	Disagree
Rehabilitation of criminal offenders is an important task for society.		
Rehabilitation programs for adult criminals are a waste of time and money.		
Prison conditions should be improved. Prisoners should be treated more fairly.		
Prison sentences aren't effective because convicted criminals can be paroled too easily.		
Prison sentences are unfair because minorities get tougher sentences.		

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Tina K. Carver and Sandra Fotinos. A Conversation Book: English in Everyday Life. Englewood Cliffs, New Jersey: Prentice Hall, 1985.

VIII *Dealing with Crime*

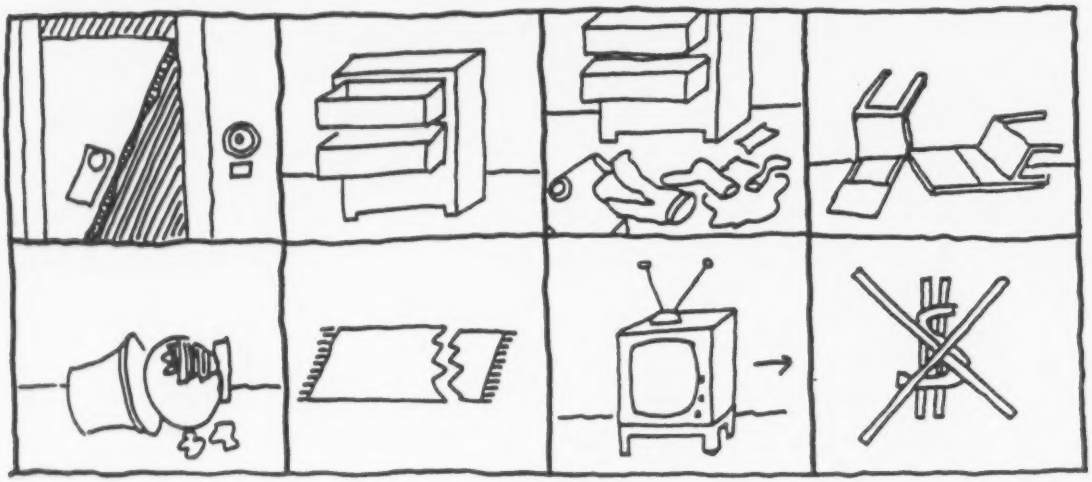
LESSON 36

INTRODUCTION

Someone broke into Jung Hoon's apartment last week while he and his roommates were out. The person or persons turned the apartment upside down and stole some of their things.

LISTENING

Listen as your teacher tells the story about the break-in at Jung Hoon's apartment.



FURTHER STUDY

Practice telling the story with a partner.

PAIR PRACTICE

Answer these questions with your partner.

1. Who broke into the apartment?
2. When did it happen?
3. What was kicked in?
4. Where were the clothes thrown?
5. How did the burglars get into the building?
6. What was broken?
7. How much money was taken?

From The Immigrant Experience by Johnson and Young, Prentice-Hall, 1987.

8. What was knocked over?
9. How was the carpet torn?
10. What was stolen?

FILL IN I

Write the past form and the past participle form of the following verbs.

	Past	Past Participle
happen	happened	happened
get	got	gotten
break		
kick		
open		
throw		
knock		
tear		
steal		
take		

Grammar The passive form of verbs

be + past participle

The subject performs the action of an active verb. The subject receives the action of a passive verb.

The boy hit the ball.	The ball was hit.
active	passive

FILL IN II

Write the missing words in the blanks. Use the pictures on page 101 to help you. Use the passive form of the verbs.

Jung Hoon's apartment _____ _____ into last week. The door _____ _____ in. All the _____ were opened. The clothes _____ _____ on the floor. Chairs were _____ _____ and a _____ _____ broken. The carpet _____ _____ and the _____ was stolen, but no money _____ _____

WRITING

Write a complete sentence. Use passive verbs in the past tense.

1. The man and woman/rob/in front of their hotel

_____

Chapter VIII Dealing with Crime

From The Immigrant Experience by Johnson and Young, Prentice-Hall, 1987.

2. President Kennedy/shoot/on November 22, 1963

3. That sweater/make/in Korea

4. The Golden Gate Bridge/build/between 1933 and 1937

5. Carol's wallet/steal/on the bus

6. These pictures/paint/many years ago

7. The windows/break/during the storm

8. The test/give/at 8:15 yesterday

DISCUSSION QUESTIONS

Tell about a robbery that happened to you or to someone that you know. When did it happen? Where was it? What was stolen? Was anyone hurt?

Grammar Review **Use correct punctuation (capitals, periods, commas, apostrophes).**

yesterday i went downtown to central city bank when i left the bank i walked down fulton street to sears i wanted to buy a pair of levi jeans for my brother john hes going to have a birthday next tuesday when i got to sears i didnt have my wallet i havent found it yet so i cant get a present

From The Immigrant Experience by Johnson and Young, Prentice-Hall, 1987.

Those Who Don't

Those who don't know any better come into our neighborhood scared. They think we're dangerous. They think we will attack them with shiny knives. They are stupid people who are lost and got here by mistake.

But we aren't afraid. We know the guy with the crooked eye is Davey the Baby's brother, and the tall one next to him in the straw brim, that's Rosa's Eddie V. and the big one that looks like a dumb grown man, he's Fat Boy, though he's not fat anymore nor a boy.

All brown all around, we are safe. But watch us drive into a neighborhood of another color and our knees go shakity-shake and our car windows get rolled up tight and our eyes look straight. Yeah. That is how it goes and goes.

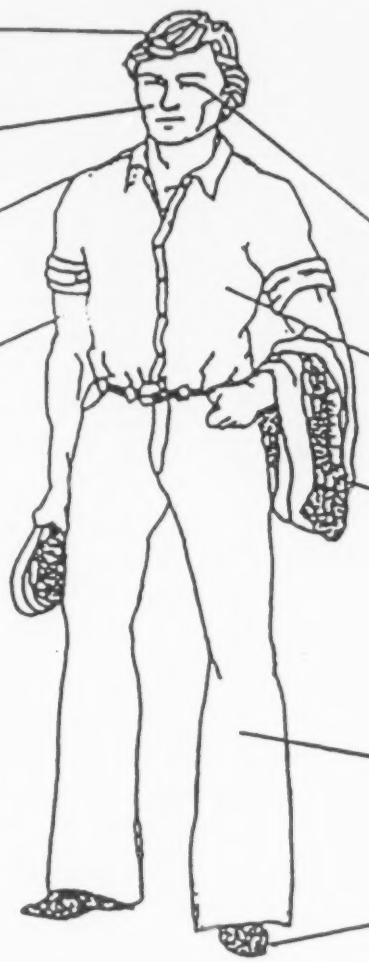
By Sandra Cisneros
Arte Publico Press

From The House on Mango Street, by Sandra Cigneros. Houston: Arte Publico Press, 1989.

GIVE TO THE FIRST POLICE OFFICER ON THE SCENE

Suspect Description

GAIT (SHUFFLE, STRUT, ETC)	SEX	RACE	AGE	WEIGHT	HEIGHT



WEAPON(S):
CLUB
GUN
KNIFE

OTHER INFORMATION:

AUTO LICENSE (# & STATE)	MAKE	YEAR	COLOR	DENT MARK

DIRECTION OF ESCAPE

Neighborhood Crime Prevention Network, 87 Summer Street, Boston MA, 02110

NEIGHBORHOOD WATCH LOG

The Neighborhood Watch Log is a tool that neighbors can use to collect information on suspicious or criminal activities that take place in their community. The Watch Log can be used to document single incidents or re-occurring ones. When you share your information with your neighbors, you may discover a pattern.

Be sure to pass a copy of your Watch Log onto the Police, especially if you have discovered a pattern. Neighborhood information helps them prevent and solve crimes.

If you are suspicious of someone or some activity, trust your instincts and record it on the Neighborhood Watch Log.

DESCRIPTION OF SUSPICIOUS ACTIVITY

TIME: From _____ to _____ .

DATE:

PLACE:

WHAT HAPPENED, SEQUENCE OF EVENTS:

WHAT WAS SAID:

WAS ANYONE HURT AND HOW:

DIRECTION OF ESCAPE:

Charge for unsafe work place: Murder

By Harry Green
Los Angeles Times

CHICAGO – Five officials of a company that recovered silver from used photographic and X-ray film have been indicted on murder charges in connection with the cyanide poisoning death of a worker.

The indictments by a Cook County grand jury, disclosed yesterday, are believed to be among the first to hold company officials criminally responsible for the death of an employee because of working conditions.

Richard M. Daley, the Cook County state's attorney, described the plant, factory where the worker was exposed to cyanide fumes as "a huge gas chamber." Daley said the company preyed on foreign-born workers, many of them illegal aliens who feared deportation if they reported hazardous conditions.

indicted _____
indictment _____
jury _____
disclosed _____

attorney _____
exposed _____
fumes _____
prey on _____
deportation _____
hazardous _____

Question: What happened to the worker? Why?

The charges stem from the death of Stefan Golab, 45, a Polish immigrant who collapsed and died at work on Feb. 10, just 2½ months after he began work at Film Recovery Systems Inc. The now-bankrupt firm had its headquarters in suburban Elk Grove Village and was catapulted into the public spotlight earlier this year when state officials discovered millions of pounds of cyanide-tainted waste stored in unsecured trucks parked at sites throughout Cook County and elsewhere in Illinois.

But the indictments disclosed yesterday grow out of allegedly unsafe working conditions. They charge that foreign-born workers were recruited to work in the plant and were systematically deceived by company officials, who allegedly hid the potentially lethal hazard created by cyanide gases generated in the plant's operations. According to the indictments, poison warning labels on drums of lethal chemicals were burned off and the universal skull-and-crossbones poison symbol obscured.

The indictments allege that five corporate officers of Film Recovery knew of the danger to life posed by conditions at the plant but supplied neither safety training nor equipment to protect workers from the hazard.

stem _____
collapsed _____
bankrupt _____
catapulted _____
sites _____
allegedly _____
deceived _____
lethal _____
skull-and-crossbones poison ~~sym~~ Symbol
supplied _____

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Vocabulary Worksheet I

CHARGE FOR UNSAFE WORK PLACE: MURDER -- Vocabulary

1. The company officials have been indicted on murder charges.

INDICTED --

2. The indictments by a Cook County grand jury are believed to be among the first to hold company officials responsible for the death of an employee because of working conditions.

JURY -

3. Information about the case was disclosed yesterday to newspaper reporters.

DISCLOSED --

4. Daley said the company preyed on foreign-born workers, many of them illegal aliens who feared deportation if they reported hazardous conditions.

PREY ON --

HAZARDOUS --

5. The charges stem from the death of Stefan Golab, 45, a Polish immigrant who collapsed and died at work.

STEM --

COLLAPSE --

6. The Film Recovery Systems Company is now bankrupt.

BANKRUPT --

7. The company was catapulted into the public spotlight earlier this year when state officials discovered millions of pounds of cyanide-tainted waste stored in unsecured trucks parked at sites throughout Cook County and elsewhere in Illinois.

CATAPULTED --

TAINTED --

WASTE --

UNSECURED --

working conditions

Between 1830 and 1860, many people tried to improve working conditions. The following items show the problem, proposed solutions, and methods used to get reforms.

1. *Here are the words of a Massachusetts employer who was quoted in 1855.*

"As for myself, I regard my work-people just as I regard my machinery. So long as they can do my work for what I choose to pay them, I keep them, getting out of them all I can. What they do or how they fare [get along] outside my walls I don't know, nor do I consider it my business to know. They must look out for themselves as I do for myself. When my machines get old and useless, I reject them and get new, and these people are part of my machinery."

2. *The following was a notice from a cloth manufacturer to his employees:*

Notice. Those employed at these mills and works will take notice that a store is kept for their accommodation [benefit], where they can purchase the best goods at fair prices, and it is expected that all will draw their goods from said store. Those who do not are informed that there are plenty of others who would be glad to take their places at less wages.

Crompton Mills, [Rhode Island] Feb. 1843.

BENJ. COZZENS

3.

from PROMISE of AMERICA
by Cuban + Roden
Scott-Foresman

Cuban and Roden. Promise of America. Glenview, IL; Scott-Foresman.

Working Conditions: Questions

1. How did a Massachusetts worker feel about his workers in 1855?

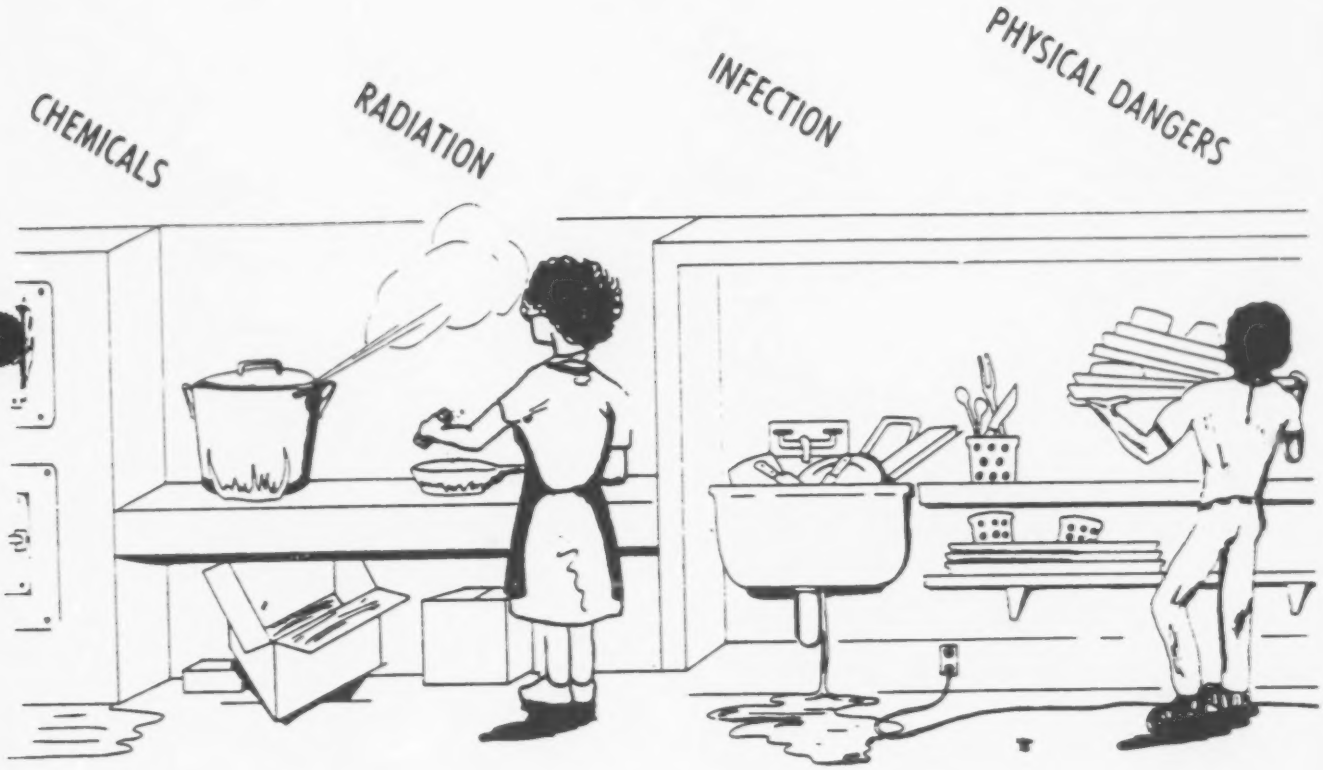
2. What did the notice from the cloth manufacturer say his employees had to do?

   Where was his factory, and what was the date of this notice?

3. (Look at section 5) What was the average work day in New England cotton mills in 1839?

4. (Look at section 6) What were some things that female factory workers in New England textile factories had to do in the 1850's?

Hospital Food Service Workers



MASSCOSH, 625 Huntington Ave; Boston, MA 02115

SABES: **Orientation for New Staff**

Hospital Food Service Workers

A hospital is meant to be a place of healing and safety, but it may not be for its employees. Workers have a right to know about the hazards they face. This fact sheet describes some dangers to watch out for, and ways to protect yourself.

Trabajadores de la Cocina del Hospital — Preparacion y Servicio de Comida

Un hospital debe ser un lugar de salubridad y de seguridad, pero puede ser que no sea así para los empleados. Los trabajadores tienen el derecho de saber cuales riesgos pueden encontrar en el trabajo. La presente es para describirle algunos peligros de los cuales debe usted tener cuidado, y algunas medidas que puede tomar para protegerse.

MassCOSH

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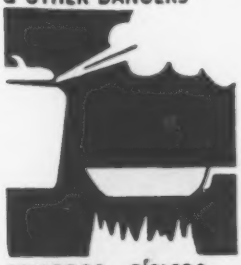
DANGERS

PHYSICAL & OTHER DANGERS



PELIGROS FÍSICOS

EXAMPLES

- Sharp objects
- Slicers, mixers (blades)
- Needles, broken glass
- Lifting, pushing
- Slippery floors
- Clutter
- Electrical equipment
- Cooking grease, steam
- Heat
- Cold, freezers
- Stressful working conditions

EJEMPLOS

- Objetos afilados
- Rebanadores, mezcladores (hojas)
- Agujas, vidrio quebrado
- Levantando, empujando
- Pisos resbalosos
- Hacinamiento
- Equipo eléctrico
- Graza de cocina, vapor
- El calor
- El Frío, congeladores
- Condiciones tensas en el trabajo

CHEMICALS

QUÍMICOS

- Cleaners for floors, ovens, drains, counters
- Soaps, detergents
- Pesticides

- Detergentes para los pisos, los hornos, los desagües, los mostradores
- Jabones, detergentes
- Insecticidas, pesticidas

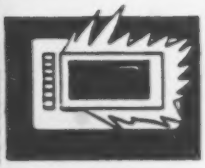
INFECTION

INFECCIÓN

- Needles, bandages and other contaminated material left on trays

- Agujas, vendaje y otros materiales con taminados dejados en las bandejas

RADIATION



RADIACIÓN

- Radiation leaks from microwave oven with faulty seal

- Escapes de radiación por sello defectuc en el horno de microondas

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WHAT YOU CAN DO

FIND OUT ABOUT GOVERNMENT AGENCIES & LAWS

The two major agencies responsible for health and safety in the workplace are:

1) OCCUPATIONAL SAFETY & HEALTH ADMINISTRATION (OSHA) – federal law – for private employees
Telephone: (617) 565-1161

2) DIVISION OF OCCUPATIONAL HYGIENE (DOH) – state law
Telephone: (617) 969-7177

For information on health and safety laws and agencies and how to best make use of them contact:

MassCOSH

(Boston) (617) 277-0097
(W. Mass.) (413) 247-9413

TAKE ACTION

When dealing with health and safety problems it is best to work together with your fellow employees. Call MassCOSH for help.

IF YOU HAVE A UNION:

- Talk with your steward
- Meet with the union members of your health & safety committee
- If there is no health & safety committee, form one.

MassCOSH can help your union start or strengthen a health and safety committee, and assist in drafting health and safety language for your contract.

AVERIGUE ACERCA DE AGENCIAS GUBERNAMENTALES Y LEYES

Las dos agencias mayormente responsables para la salud y seguridad en el trabajo son:

1) Occupational Safety & Health Administration (OSHA) – agencia federal – Telefono (617) 565-1161
2) Division of Occupational Hygiene (DOH) – agencia estatal
Telefono:(617) 969-7177

Para información acerca de las leyes de salud y seguridad, como también de las agencias y como aprovecharlas a lo máximo, póngase en contacto con:
MassCOSH
(Boston): (617) 277-0097
(Región Occidental de Mass.):
(413) 247-9413

TOME ACCIÓN

Cuando de problemas de salud y seguridad se tratan, es mejor trabajar junto con sus compañeros de trabajo. Para ayuda, llame a MassCOSH.

SI TIENE UNIÓN:

- Hable con su representante sindical (steward)
- Reúnese con los miembros del comité sindical de salud y seguridad
- Si no exite un comité de salud y seguridad, fórmese uno

MassCOSH puede prestar ayuda a su unión para constituir o fortalecer a un comité de salud y seguridad, como también puede ayudarles redactar una sección de salud y seguridad para su contrato laboral.

MASSCOSH, 625 Huntington Ave; Boston, MA 02115

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The most terrible job I have had is working at Filene's in the Employees' Cafeteria. My job mostly is a Food Service helper. I mostly prepare fruits, and make the salad bar. I started to work there in June of 1985, and I am still there.

My boss is Ed Baia. He is very nice, not one to push you around. Sometimes he will leave his work and help those who are behind. I usually work forty hours, and my pay was good until they cut back on my hours, which means less pay.

What I don't like is serving on the hot front. When serving on the hot front, I have to deal with hot pans and hot steam, and I always get burned. Also, I deal with a lot of people who ask weird questions like, "Is this food good?" "Is it okay?" and so on. Sometimes they ask for more than the portion, and when I serve it, the manager always comes over to me because when they go to the cashier they don't say that it is an extra order.

Another thing I don't like is when the other big manager comes in, and everybody has to be quick, keeping here and there clean. They make everyone nervous. Sometimes you might be standing and talking, and when you take a look, you might see them standing in a corner watching you.

I hate that job. But what can I do? I will stay until I get another one.

Written by students at the Community Learning Center, Cambridge, MA

I work in a company; it is my first job. I have learned a lot of things about life from this job.

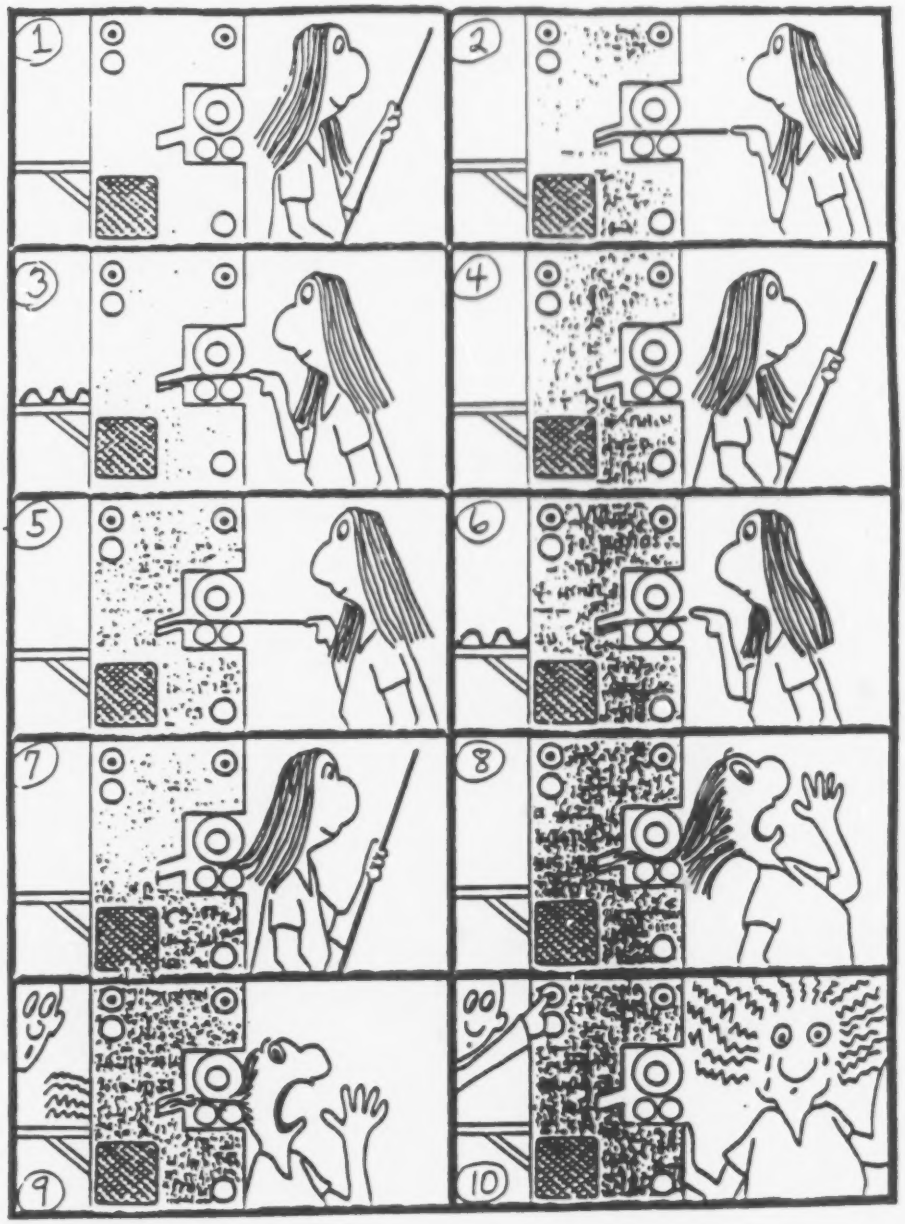
When I started working for this company, I had a lot of problems that I couldn't explain to myself. First of all, there is discrimination between Blacks and Whites, and also between Black American employees and Black foreign-born employees. I wasn't used to this kind of life.

My position was doing dietics service and carrying heavy wights, like one hundred pounds and fifty pounds. I used to talk to my boss to let him know I didn't like the job. He made me do it because I am a foreign person. After I complained to him, they treated me like a bad man. They always kept me away from the other foreign employees I worked with.

One day, their customer came from Paris. He decided to sign a contract with my company, but they couldn't understand him because the man spoke French. The manager called my supervisor and asked for me. They called me up. Then I was a little nervous. I said to my supervisor, "What does the manager want me for?" He told me, "We have a customer who came from Paris. He doesn't speak English. We need you to translate for him." Two weeks later they called me and gave me a good training. I became a lab technician in production. I enjoy my job now, and I don't have any problems. They have good respect for me now, and they respect my work.

--R.

HAIR



Creative (Theme: Working) (for both levels)

Materials

1. Write about a terrible job you had.

* 2. Make warning signs for your workplace

3. Write a letter to your boss telling him what you think should be changed at your job.

Research 4. Make a chart with blocks for the following information:

Job Title

Job Duties

Pay Per Hour

Work Schedule

Benefits

Work environment

Fill in information about your job. Interview some other people and fill in their information. Class can combine information into a very large chart

One step further: Fill in the blocks with job, pay, etc., that you would like to have.

* Informative Materials from Guided Writing or others can be used as prep for writing.

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Look Again Pictures

5
Getting on the Bus

Can you find EIGHT differences between these pictures?

Look Again Pictures for Language Development & Lifeskills. Hayward, CA; The Alemany Press, 1984.

5 Getting on the Bus

Differences

(Circled in *bottom* picture, left to right)

1. woman shorter 2. no hat 3. arm lower
4. bow instead of ruffles 5. skirt instead of pants
6. bag instead of book 7. "EXPRESS" instead of "LOCAL" 8. more books

STUDENTS SHOULD DESCRIBE CHANGES IN *BOTTOM* PICTURE. See pp. 1–3 for suggestions on implementation in beginning, intermediate, and advanced classes.

Context Questions

Let students participate with you in creating a story from this picture. Many of the questions below are open-ended—there is no one right answer—in order to encourage student involvement. Some questions depend on interpretation of clues within the picture, to encourage active thinking and attention to detail.

All questions are intended as guides only. You may think of other ways of phrasing them for your students. Or you may think of other questions.

Class discussion resulting from such questions will give you a chance to informally assess actual student performance in various language skills and lifeskills, with an eye to developing appropriate follow-up materials for the picture. (See pp. 3–4 for more details.)

FOLD PAPERS TO LOOK AT THE *TOP* PICTURE ONLY.

- What time is it? Is it a weekday or a weekend? Why do you think so? (Presence of people dressed for work and students with books suggests a weekday, early morning or afternoon.)
- Where are the people going? What do they do? Why do you think so? (People going to work might include: construction worker or other laborer; nurse, dental assistant, or food-service worker; business or professional people [the woman in the suit could be a manager or a clerk]. Others could be retired people, a bus company employee or policeman, and students.)
- What is the young man who is holding a map doing? (Asking directions.) Why do you think so?
- Where do you think the young man is going? (You might suggest that he is going for a job interview.) What kind of job, do you think? Why do you think so? What suggestions could you give him for a successful job interview?

Language Functions

Language functions describe what people *do* with the language when they interact with each other.

Through structured dialogs, dialog development activities, and creative role play, we can give our students practice using the language in these different ways in situations that are important for their lives. Check the Table of Activities and Exercises for Language Development (following the Table of Contents), for dialog activities found in this book.

Some functions appropriate to this picture are listed below. You may think of others. The examples given for each function are intended to stimulate your thinking. Reword them as necessary to fit your region of the country, the abilities of your students, and your particular lesson. (See pp. 4–5 for more details.)

Asking directions: "Excuse/pardon me, where is ... can you tell me where ...?"

Giving directions: "Go to the stop across the street and take ... Make a right at the next corner and go down two blocks. It's right by the ..."

Asking for change or the time: "Excuse me, do you have the time/know what time it is? ... Do you have change for a dollar?" (*Note*: Depending on where

Look Again Pictures for Language Development & Lifeskills. Hayward, CA; The Alemany Press, 1984.

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you teach, it may be appropriate to distinguish between change for a certain amount, and the spare-change request of a panhandler.)

Responding politely to an easy request: "Yes, it's $ 20... Well, let me see... Yes, I have it. Here... No, I'm sorry, I can't help you..."

Complaining: "I'm so tired of waiting... I wish these people would hurry up... This bus is always late... I've got to get to _____ and start _____." (This might be an internal monologue—a character's thoughts—rather than an external dialog.)

Making small talk: "Nice day, isn't it?... Did you see _____ on TV last night?... Did you hear/read about _____ in the news this morning?... Think we'll make it to work/school on time? The last two buses went right on by..."

Lifeskills Extensions

See *Appendix 3*, pp. 104–08, for a list of specific lifeskills competencies and published materials that suggest activities appropriate for this context.

Comparing transportation systems: Discuss the public transportation system in your area. If more than one exists, have students compare them for price, speed, and convenience.

Story problems using maps and schedules: Collect public transportation route maps and time/fare schedules, if available, and use them for problem-solving activities.

Example

I live near _____ and I want to go to _____. I need to be there at _____ A.M./P.M. What time should I start? Will I need to transfer? How much money will I need?

Listening comprehension: Many metropolitan transportation systems have phone services where passengers may call for information on bus routes, times, and fares. If such a service exists in your area, make several calls, noting the wording and speed of the speaker's speech. Then, reconstruct the dialog on tape with a partner. Try not to sound like an ESL teacher!

Further Language Development

Pattern drills

Make up statements about *Picture 5: Getting on the Bus*, or copy statements from the duplicatable exercise on the back of *Picture 5*, and write them on the board. Ask your high-beginning and intermediate students to

- repeat each statement, adding a time word;
- change singular to plural/plural to singular "he" to "she" (or insert possessive or object pronouns, if students have studied them);
- make each statement negative or a question (or, if a statement is negative or a question, ask students to make it affirmative).

All the above drills can be repeated, contrasting the simple present tense with the present, past, and/or future tenses.

Understanding pronouns and making *Yes/No* questions

Use the duplicatable exercise on the back of *Picture 5* and follow these steps with your high-beginning or intermediate students:

1. Read the sentences for general meaning, vocabulary discussion, pronunciation, and intonation.
2. Identify and discuss the pronouns and what they refer to.
3. With student participation, make the sentences into *Yes/No* questions.

   Example

   - Are some of these people waiting in line? (Yes)
   - Is everyone going to work? (No)
   - Do you see three retired people? (No)

   Note that each section of sentences, separated by a line, requires somewhat different manipulations because of differences in verbs and tenses. This exercise as presented is more appropriate for review, pulling together work done earlier in separate sessions, than as an exercise to learn *Yes/No* question formation for the first time. It can be simplified for more beginning groups by using fewer tenses and focusing either on "BE" verbs and those that take BE as their auxiliary in the present or past, or focusing on verbs that take DO in its present or past form as their auxiliary.
4. Write the questions on the board, asking students to read them aloud to practice the rising intonation of *Yes/No* questions.

Note: See *Additional Language Development Exercises*, pp. 95–97, for simple present tense and frequency adverb practice to accompany this picture.

Picture 5: Getting on the Bus

Understanding Pronouns and Making *Yes/No* Questions

DIRECTIONS:

1. Read the sentences to yourself.
2. Ask your teacher or your friends about words you don't know.
3. Read the sentences aloud. Tell what the pronouns are and what they mean.
4. Make Yes/No questions from the sentences.
5. Read your questions aloud.

1. Some of these people are waiting in line.
2. They're going to work.
3. A couple of them are retired.
4. An older man is getting off the bus.
5. An older woman is waiting for him.
6. She is talking to a little girl.
7. The little girl is her granddaughter.

---

8. Many of these people take the bus five days a week.
9. Some of them go to school.
10. One man has a job interview downtown today.
11. He wants to know how to get there by bus.
12. The policeman knows how.

---

13. He will tell him where to go.
14. Everyone will be on time for work and school today.
15. It will be a good day for everyone.

---

16. Yesterday was a bad time for everyone here.
17. The buses were late then.

---

18. People waited for them for a long time.
19. The policeman asked a lot of people to wait some more.
20. Some of them told him where to go.

Look Again Pictures for Language Development & Lifeskills. Hayward, CA; The Alemany Press, 1984.

From: Communication Starters, Olsen. Alemany Press

PICTURE ACTIVITIES

PICTURE-STORIES

Set up large pictures around the room. Divide the class into groups of two, three, or four students. Have them choose a picture that they like, and make a story together about it--in English, of course. If possible, have different members of the groups from different language backgrounds, so that they must speak English. While they are doing that, you can be circulating around the classroom, answering questions on new vocabulary, making sure that they're using English, and tuning in on their abilities.

After 15 minutes to half an hour of small-group discussion, get the class back together and have each group get up with its picture, each group-member telling part of the story that they have made. Like the previous exercise, this one can be good for the shyer students, as they are focusing attention on the picture rather than themselves, and they have the company of the other group members.

When a group has finished, the class may question the members further about their story or other elements in the picture.

Other activities with the pictures:

1. The group puts on a skit of the situation suggested by the picture.
2. A more advanced group may want to discuss an idea or theme suggested by the picture.
3. Teachers of beginning classes may want to focus class interest on one picture, encouraging students to make statements or ask questions about the picture. A badly mangled utterance may be smoothed by the teacher's conversational restatement, but don't dwell too long on correction at the expense of a student's shaky ego.
4. The class dictates a group story about the picture to the teacher, who writes it on the blackboard. Depending on the abilities and ego strengths of the students, you may want to correct their statements as you write them on the board, or you may write the utterances as spoken and elicit class correction of the mistakes--many times the student who made the utterance will see his mistake as it is written. Corrections can be elicited with such statements as, "That's an interesting idea...I understand the English, but...could we change the grammar and say it in a clearer way?"

An excellent set of pictures for these activities, suggested by the teachers at E. Manfred Evans Community Adult School, is: "Discussion Pictures for Beginning Social Studies," by Thomas J. Durrell,/Harper & Row/ Keystone Industrial Park/ Scranton, PA 18512. At this writing, it's about $60. for a set of about 80 large pictures.

Another source of pictures that are particularly appropriate to "Other activities 1-4" above, are the "Story and I Wonder Posters" from the Peabody Language Development Kits, American Guidance Service, Publishers' Building, Circle Pines, Minn. 55014. Three levels of pictures, each set $10.00 or less at time of this writing. Write for a catalogue.

Winn-Bell Olsen, Judy. Communication Starters. Hayward, CA; The Alemany Press, 1977.

ROSE SULLIVAN

Three Years Ago

What Do You Think?

1. Was Rose married?
2. How old were her children?
3. Where did she work?

Three years ago I was 25 years old. I had two children. Ellen was nine years old and Ruth was five. I was married for nine years, but my husband and I weren't happy. We had many fights. Sometimes he went out with his friends and didn't come home. We got a divorce.

I had two jobs. I worked the day shift in a factory. In the evening, I was a waitress in a restaurant. I left my house at 7:00 in the morning and I got home at 11:00 at night. My days were very long. My life was difficult. We didn't have enough money. I was worried about our future.

Devi Koch, Kamla; Mrowicki, Linda; and Ruttenberg, Ariane. Personal Stories: A Book for Adults Who Are Beginning to Read. Book 3. Palatine, IL: Linmore Publishing.

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CHECK YOUR UNDERSTANDING.
Read the sentences. Circle True or False.

1. Rose was 25 years old three years ago.	True	False
2. She was married.	True	False
3. She had three children.	True	False
4. She had two daughters.	True	False
5. Ruth was five years old.	True	False
6. Ellen was nine years old.	True	False
7. Rose had three jobs.	True	False
8. Rose worked in a factory and in a restaurant.	True	False
9. She left her house at 7:00 in the morning.	True	False
10. She got home late.	True	False
11. She worked very hard.	True	False
12. She had a lot of money.	True	False
13. She was very happy.	True	False
14. She was worried about her future.	True	False

Write a paragraph with the true sentences.
The title should be "Rose's Story".

_____

_____

_____

_____

_____

_____

_____

_____

Devi Koch, Kamla; Mrowicki, Linda; and Ruttenberg, Arlene. Personal Stories: A Book for Adults Who Are Beginning to Read. *Book 3. Palatine, IL; Linmore Publishing.*

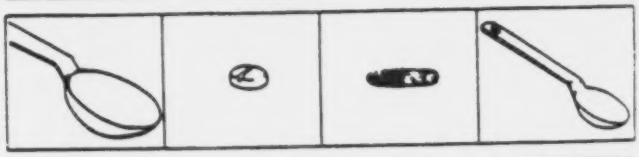
Auerbach, Elsa; Burkhardt, Mary; Waiterstein, Nina. Reading, MA; ESL For Action. Addison-Wesley Publishing, 1987; p.58.

76 READING MEDICINE LABELS

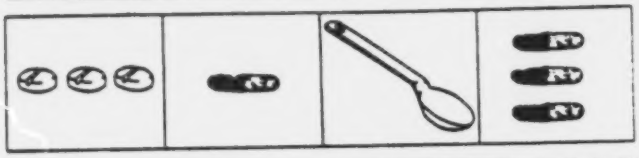
READ. CIRCLE THE CORRECT PICTURE.

1. TAKE 2 PILLS.

2. TAKE 1 TBS.

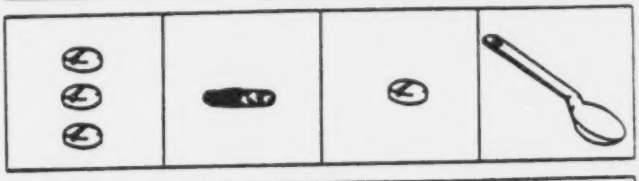


3. TAKE 3 CAPSULES.

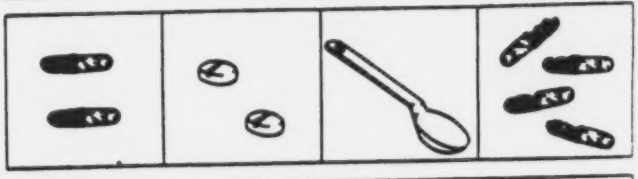


4. TAKE 1 TSP.

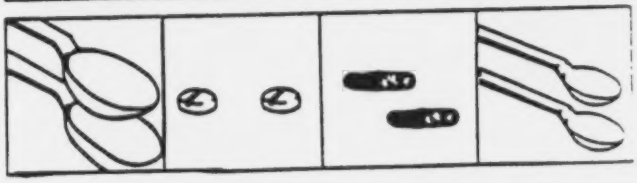
5. Take 1 pill.



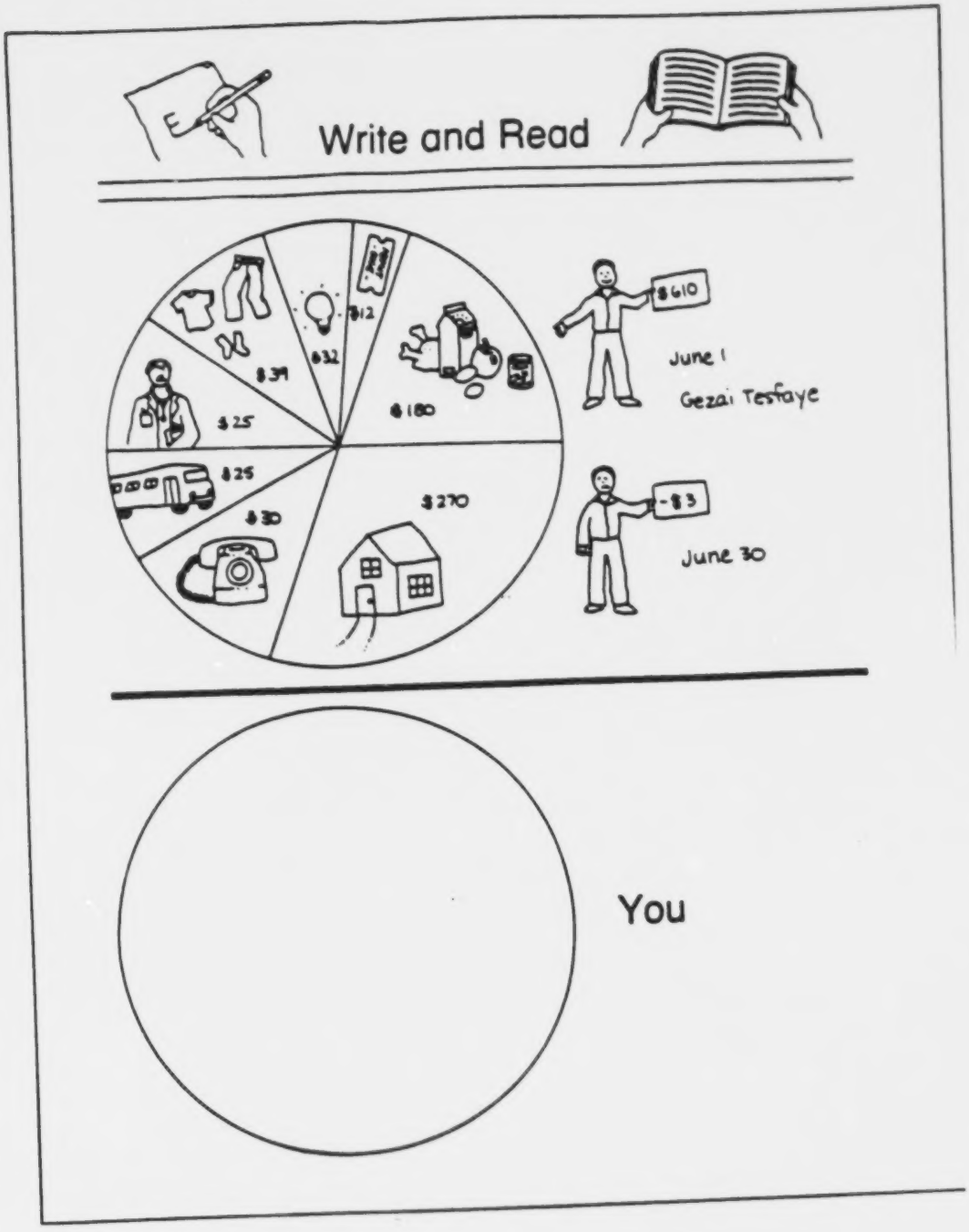
6. Take 2 capsules.



7. Take 2 tsp.



Furnborough, Peter and Mrowicki, Linda. A New Start. Portsmouth, NH; Heinemann Educational Books, Inc., 1982. p.86



Long, Lynellyn D., and Spiegel-Podnecky, Janet. In Print. Reading, MA. Addison-Wesley Publishing Company, Inc., 1988.

GED: FIGURATIVE LANGUAGE, COMPARISONS, READING AND UNDERSTANDING POETRY

Informative Materials

-- Introduction to figurative language (metaphors, similes, personification, etc.,) and poetry in GED book.

-- Poetry samples from GED book, with questions, for practice in reading poetry.

-- Practice: "Comparing" Worksheet

Problem-solving Materials

Poem: "A Dream Deferred", by Langston Hughes

Before reading the poem, talk about the title: What does "a dream deferred" mean? What are some dreams that you had that have had to be deferred? How have you handled that -- what were your feelings, actions -- have any of those dreams come true? What actions did it or would it take to make them come true?

People could do writings on this subject and share with class. Also, look at writings from Need I Say More. (Examples enclosed.)

Finally, read the poem. Discuss the meaning. Find the figurative language - what comparisons are being made?

Projective Materials

"Mother to Son," by Langston Hughes: Read, answer questions, pick out figurative language and comparisons.

Talk about the stairway as a symbol for life: Name (or write down) three important "steps" in your life. Then choose one of them and write about it - describe how you arrived at the point of taking the step, how you took it, and what differences taking that step made in your life.

Creative Materials

Poetry writing: - Imagine you are the sun, wind, moon, sky or ocean, and write a poem - describe yourself and tell what you do. (See example.)
(In terms of figurative language, this is "personification".)
- Write a poem to one of your children.
- Imagine you are an ordinary object . (See example.)

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The Wind

The wind is something invisible; we can't see it, but we can feel it.

Sometimes I like the feel of the breeze whispering in my ears.

I would like to be the wind because I would be the first person on the earth.

If we take a good look, we must think the wind is the ghost of the earth because he can get mad - real mad - and do plenty of damage and nobody can ask him to stop.

He is not so bad when he whistles in the night on the top of my roof. It's funny when he blows away people's hats - it looks like he is having fun.

I think he is terrific on hot day.

from "Collected Stories" Writings by students from the Community Learning Center. Cambridge, MA.

My Son

If my son was a bird he would be a robin red breast.
If he was a flower he would be a daffodil.
If he was a piece of furniture he would be a table.
If he was a vegetable he would be tomatoes.
If he was a building he would be a church.
He would be reggae music,
He would be sea water,
He would be a pineapple plantation,
He would be an orange,
He would be a gate,
He would be a running track.

Doreen

My Daughter

A sideways smile
loops grinning out
from its secret place
Where the soft carving
Holds perfection.
There she is me
All woman in
This world of man.

Watching my eyes
She laughs
Knowing her power.

Once I Was a Washing Machine

Once I was a washing machine

Or was it a cooker? I'm not really sure.
I think I alternated every second day.
One thing is certain -
I needed very little maintenance.

When did I stop being a washing machine/cooker?

Well now, that's a fine question.
I believe it was when I realised
that when my parts wore out
they couldn't be replaced.

But I, as a whole, could.

Not that I came out of my mechanical period
unscathed.

Oh no! There are scars I bear to this day.
How my joints ache when it rains.
They tell me it's either wear and tear or rust.
The answer I believe is to keep oneself well oiled.

Yes, I used to be a washing machine/cooker
But I'm liberated now, well ... I will be
When I've washed all those filthy socks
and underpants
And cooked the evening meal for six hungry people.

Olive Rogers

Once I Was a Washing Machine, by the Federation of Worker Writers & Community Publishers c/o QueenSpark Books, 1989

COMPARING

Complete each one with your own idea:

1. A fast-moving train is like

2. The wind was like

3. A baby's skin is like

4. A terrible headache is like

5. My feeling after passing the exam was like

6. The brightly-colored clothes on the clothesline were like

7. The sound of a roomful of people talking was like

8. The tree branches moving in the wind were like

9. The heavy rain was like

10. The large black cloud looked like

DREAM DEFERRED

What happens to a dream deferred?

Does it dry up
like a raisin in the sun?
Or fester like a sore—
And then run?
Does it stink like rotten meat?
Or crust and sugar over—
like a syrupy sweet?

Maybe it just sags
like a heavy load.

Or does it explode?

Langston Hughes. <u>*The Panther and the Lash: Poems of Our Times*</u> *. New York, New York; Alfred A. Knopf, 1969.*

WHO AM I?

By Mattie Wheeler

Who I am?
I am the one that cries in the night.
Who am I?
I am the one who soothes your pain.
I am the one that understands.
Who am I?
I am the one that cleans your nose.
I will be with you come wind or rain.
Who am I?
I am the one that lay awake at night.
I will hold your hand no matter what.
I will be your light.
Who am I?
I am the rainbow in your heart.
I am the one who loves you.
I will comfort you.
I will never let you down.
Who am I?
I am the one who is standing with open arms.
I am the one that sits by your bed when you are in pain.
I will make it better.
I am the one that understands your needs.
I will work beside you.
Who am I?
People say they don't understand how one woman can take care of ten or eleven children and that ten or eleven children cannot take care of one woman.
Who am I?
I am the one you can run to when you are in trouble.
The one who will look out for you.
My love will die.
Who am I?
The one who caught hell when things go rough.
The one who never said a thing when her heart is breaking.

What can I say – a mother with the world on her shoulder.

A DETERMINED LADY

By Betty Drayton

Harriet Tubman was a determined lady. She reminded me of myself. I was raised in a house with a big family, and sometimes there was not enough food on the table for all of us to eat. I had to work on the farm to help my grandmother. I couldn't go to school. I had to quit school in the seventh grade. My husband left me with two kids. I had to feed and clothe my children. Sometimes I had to work sixteen hours per day to make ends meet. I knew it wasn't going to be easy. I was determined to go on raising two children alone. It wasn't easy. Sometimes, at night, I would get down on my knees and pray – I want to be a nurse one day, so I am determined to go on. I will not give up.

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from Need I Say More, vol. 1, No. 2, a publication of learner's writings through Adult Literacy Resource Institute, Boston, MA.

HOW TO DEAL WITH LIFE

Cynthia Johnson

I was very young when my mother passed away.
When she was living she didn't want to talk about life.
It is very hard when you do not have anyone to tell you about life.
I got pregnant, it was very hard to deal with.
I didn't have anyone that I could turn to.
This was the hardest time in my life.
This is why I said when I had children, they would never go through the times that I went through.
This is why all parents should sit down and talk to their children.
Life can be very difficult.
My children are my whole life.
This is why I sit down and talk to my children.
The world has changed and it is going to keep on changing.
Life gets harder and harder.
This is what life is all about.
Look around before you make that mistake.

from Need I Say More, vol.II, No. 1, a publication of learner's writings through Adult Literacy Resource Institute, Boston, MA.

Mother To Son

by Langston Hughes

Well, son, I'll tell you,
Life for me ain't been no crystal stair.
It's had tacks in it,
And splinters,
And board torn up,
And places with no carpet on the floor —
Bare.
I'se been a-climbib' on,
And reachin' landin's,
And turnin' corners.
And sometimes goin' in the dark
Where there ain't been no light.
So, boy, don't you turn back.
Don't you set down on the steps
'Cause you finds it kinder hard.
Don't you fall now —
For I'se still goin', honey,
I'se still climbin',
And life for me ain't been no crystal stair.

1. What does this mother compare her life to?

2. What kind of stairway has her life been? Use words from the poem to help you describe it.

3. She said sometimes she reached landings in the stairway. How do you think her life was at those times?

4. Sometimes she turned corners. What do you think was happening in her life at those times?

5. How was her life at the times when there was "no light"?

6. What does she tell her son to do? (Make sure you explain it)

7. Does she set an example for her son? (Explain)

FOUR TYPES OF MATH MATERIALS

Any math concept can be taught and learned in a variety of ways. The fact is, the more "connected" to reality (your life or a concrete experience) the more the concept or idea seems to "stick".

Let's take a look at introducing the concept of average (the mean).

Most ABE math series, like Number Power and Essential Mathematics for Life are INFORMATIVE MATERIALS which explain how to find an average and give some practice examples (drill). (Follow the rule, and thou shalt get the answer.)

A book like Family Math presents problems for DISCOVERING relationships and for looking at math in new ways. In this case, there's a physical look at the average. Learners get really involved in these PROBLEM SOLVING MATERIALS.

PROJECTIVE MATERIALS leave things more open ended and "project" into the learners' reality. This simple exercise works well if the newspaper ads are from the learners' community.

CREATIVE MATERIALS allow the learner to create the problem. This activity asks the learner to decide upon how to poll members of the class.

Finding an Average

Finding an average is a way of getting a general picture of something. For example: Over a four-week period, a waiter worked 40 hours one week, 25 hours the next week, 45 hours the week after, and 30 hours during the fourth week. To figure out how many hours it evens out to per week, you can find an average.

To find the average of a group of numbers, add the numbers together and divide by the number of numbers you added. To find the average number of hours the waiter worked per week in the example above:

Step 1. Add the numbers you want to average:

$$\begin{array}{r} 40 \\ 25 \\ 45 \\ +\ 30 \\ \hline 140 \end{array}$$

Step 2. Divide by the number of numbers you added:

$$4\overline{)140} \quad 35 \text{ hours per week}$$

On an average, the waiter worked 35 hours per week over the four-week period.

---

1. At night, Pete drives a cab. Monday night, he drove for 3 hours; Tuesday night, for 6 hours; Wednesday night, for 5 hours; Thursday night, for 4 hours; and Friday night, for 7 hours. What was the average number of hours he drove each night?

2. On Monday night, Pete made $14.30 in tips; on Tuesday, $28.55; on Wednesday, $26.15; on Thursday, $21.65; and on Friday, $42.35. How much did Pete average in tips per night?

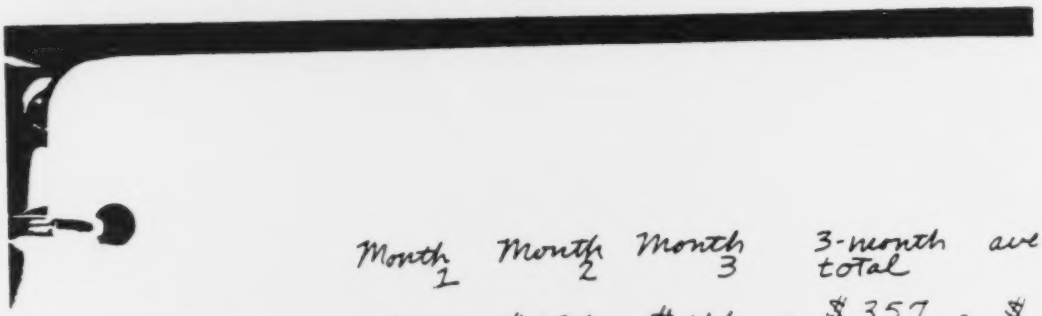
3. During a basketball tournament, the number of tickets sold each night was: first night—4,065 tickets; second night—3,983 tickets; third night—4,117 tickets; and the last night—5,267 tickets. What was the average number of tickets sold for each night of the tournament?

Howett, Jerry. Contemporary's Number Power. Chicago, IL; Contemporary Books, Inc., 1988. Reprinted with permission. All rights reserved.

Finding average expenses for a budget

The Montalbanos wanted to make a budget for the coming year. They knew all their **fixed monthly expenses,** such as rent and car payments. They needed to know what to budget for their **variable expenses**—expenses that were different each month. They decided to keep a record of what they spent each month for three months and then find the **average monthly expense** for each item. Help them complete their notebook below.

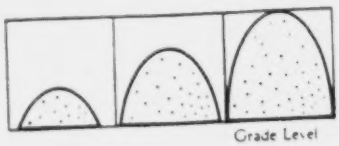
To find a monthly average, find the total of the monthly expenses. Then divide by the number of months.



	Month 1	Month 2	Month 3	3-month total	ave
Food	$115	$126	$116	1. $357	2. $
Car: Gas and repairs	$49	$ 32	$ 30	3.	4.
Telephone	$ 15	$ 12	$ 27	5.	6.
Entertainment	$ 63	$48	$ 51	7.	8.
Clothes	$150	$180	$144	9.	10.
Gifts	$ 15	$ 24	$ 21	11.	12.
Health care	$ 21	$ 18	$ 24	13.	14.
Other	$63	$ 78	$ 81	15.	16.

Essential Math for Life, Glenview, IL; Scott, Foresman and Company, 1988. Reprinted with permission.

The Means Justify the End



Grade Level

Why

To develop understanding of the kind of average called a **mean**

- **A mean** *is found by adding all the measurements or numerical values you have and dividing by the number of values. Most people are referring to a mean when they talk about "the average," although* **average** *may be correctly used to indicate the mean, the median, or the mode.* •

TOOLS

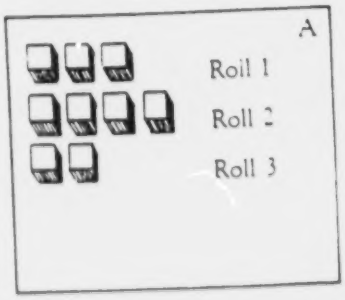
One die

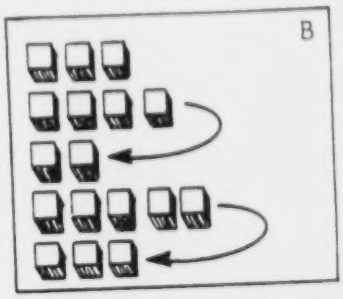
Cube-shaped blocks or paper squares

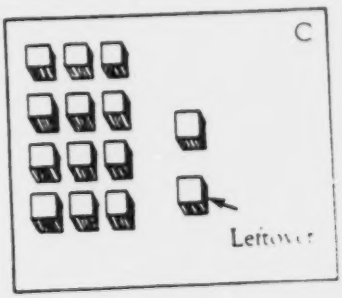
A sheet of paper for each person

How

- The object of this activity is to find the **mean** of five rolls of a die for each person.
- Each person rolls the die on his or her turn, and takes the number of blocks or paper squares indicated on the die.
- Put the blocks or squares in a row, beginning at the edge of the paper. Each roll of the dice should be in a separate row, as shown.
- Continue taking turns rolling the die until everybody has had five turns and has made five rows.
- To find out each person's **mean**, even out the lengths of the rows by moving the blocks or squares from one row to another. Be sure to keep five rows.
- If there are leftovers, keep them slightly apart.
- What is the **mean** number rolled by each person? Are the numbers very different or close together?
- Move all the rows together (for example, if there are three people, putting the rows together will make fifteen rows. Move the blocks again to make all of the rows even. Is the answer very different?







More Ideas

- After older students have tried this activity with blocks to get a visual picture of a mean, have them play without blocks, using a pencil and paper to record their five rolls. To determine the mean, add the five rolls and divide by five. The person with the largest quotient wins.
- Or vary the rules so that the person with the smallest remainder wins.

Stenmark, Thompson & Cossey. Family Math, 1986. Available from: Lawrence Hall of Science, University of California, Berkeley, CA 94720. Attn: Family Math

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APARTMENTS

SOUTH END. Architect designed 2 BR penthse in owner occup bldg on W Rutland Sq. Recently remod, priv rfdck, avl 9/1 90. $1200. 266-3677.

SOUTH BOSTON. Condo 4th flr, sm 2 br elev, off strt prkg, bldg sec. Roof decks, ocean view. 1st, last & security. $710. • Avl 7/16. 617-773-7110.

SOUTH Boston. Brand new spectac. 2 level 3 BR 2 b & s, priv yd. $1150. Nice 2 br, deck. $825, huge 2½ br, 2 bath. $975. ANZALONE RE. 723-4263.

SOUTH BOSTON
New 2 Br $725
3 Br, totally new $750
Eastside 3 Br, deck $900
Construction Properties
241-8044 242-4803

SOUTH BOSTON. East side studio & 2 br apts, some brand new from $475. Avail immed. No fee. Call Tony 254-2301.

SOUTH BOSTON, E Side, mod 1 BR $625 htd. Nr bch mod 3 BR, w&d, ddg, refrig. $1200. HARBOR GROUP 268-2299.

SOUTH BOSTON. Newly renov lg stu, fully appl'd w/security rm on & off st prkg avail. $550. 268-2000 508-543-3674.

SOUTH BOSTON. Mod 2 BR & bath hw flrs, 2 walk-in closets, prch. 2nd flr. $900. 268-3481.

SOUTH BOSTON. East 7th St/Highs renovated lg 2 rm & bath apt, porch, eat-in area w/view. $650. 268-3837.

SOUTH BOSTON. 4 rms, recntly renov, pose 2 BR, walk to bch. $800. Avl immed. 479-2174 lv msg.

SOUTH BOSTON, E Side. 2 3 Br rnvtn stv, ww d&d wlk to T & bch new appl. No pets. $900. 268-0229.

SOUTH BOSTON. Lge stylish unsual 1 BR, deck, pd Thomas Park area. $695. 8/1. Owner 720-0056.

SOUTH BOSTON, fab, new 1-2-3 BR apts, twnhses, a/c, prg, lofts, etc. $650-$1150. RE 288-8730.

SOUTH BOSTON. Stunning, sunny 1 BR & 2 BR w/hd, h/w fl, d&d, deck. No fee. Im $725 • 268-3451.

SOUTH BOSTON. Spac, mod 2 br. Fully appl, ww, wlk to bus, bch & stores. $725/unhtd. 268-4848.

SOUTH BOSTON. Ovsd 2 BR, fully appld, next to T. Avl now. Owner. No fee. $750. 617-269-3783.

SOUTH BOSTON. 1 br, east side, newly renov, $625. Days 508-443-8400 Eves/wknd 617-449-1151.

SOUTH BOSTON. twnhse 2 BR 1½ bth. $850 w/option 1st, last, sec. 773-1068.

SOUTH BOSTON. East-side, newly renov 1 BR. $600 mo. • utils. 328-6198.

SOUTH BOSTON. Mod 1 BR apt., ocean/city view, indry, prg. $700. 262-5339.

SOUTH BOSTON. 2 BRs sunny, mod, conv to bch, no fee. $775. 9-1. 522-2421.

SOUTH BOSTON. 4 BR w/w, eik, on T. $985 • utils. No fee. 749-9454.

SOUTH BOSTON. gn apts 3 BR & Duplex L St & E 2nd St. Karen 235-7929.

SOUTH BOSTON. W side 2 BR htd, w-w, refrig, no pets. $700. Sec. 471-6870.

SOUTH BOSTON. Studio 1, 2 & 3 BR apts. $450 • 265-0610. 265-0220 RE.

SOUTH BOSTON. Andrew sqe new clin, 2 full sz 1 brs, nr T. $495. 843-7340.

SOUTH BOSTON. Nr Andrew Sq. 2 rm 1st flr, nr

SWAMPSCOTT. Ultra 3 BR 2½ bath Contemporary on Puritan Rd. $1300. Century 21 Prime. 595-7800.

SWAMPSCOTT. 1 BR on priv beach, lge deck, frpl, LR, 2C prg. $975/htd. ERA CASSIDY. 598-4300.

SWAMPSCOTT. 5 modern rms, fully appld, a/c, ocnvw. $800 htd. (617) 592-8913.

TAUNTON. Designer Twn Hme, 100 acres wildlife, canoeing, hsh, hsing, tennis, swim, 2 br, unique opp. $995 mo. Call Fran 508-880-4900.

TEWKSBURY. No. 5 lge sunny rms in a 2 fam hse, yd, prg, close to 495. No pets. Sec dep. Avail 9/1. $725 • utils. Call wkdys aft 5. (508) 851-3787.

TEWKSBURY. 2 BR Condo fully appl kit, w/w, A/C, balc, gar. Comm 93/495. $820 • apt. 508-851-5660.

TEWKSBURY. 5 rms/2 BR, priv loc, no pets. $800 • 1st/last/sec. 508-667-7154.

WABAN. 5 lg rms, 2 BRs, gar, frpl. $800 unhtd. 8/1. Married couples. 527-1221.

WAKEFIELD. Colonial Point 1 & 2 bedroom luxury apartments from $660/mo incl ht, h w & a/c. A beautiful standard of living in a country setting overlooking a waterfowl refuge 15 minutes to Rte 128, 20 minutes to Boston. Furnished Model open Mon-Fri, 9 a m -5:30 p m. 95 Audubon Rd. Equal Housing & Handicap Equal Opportunity Employer. Another living idea by Carabetta. (617) 245-0414.

WAKEFIELD. New Summer Rate, lux 2 br apt, A/C, prkg, nr 128/93, $790 ht/hw inc. 729-0636.

WAKEFIELD. 1st flr 5 rm apt, nr Sq & train sta, prkg, hdi pamt. $840 mo • utils. 508-664-5502.

WAKEFIELD. 4 rms, 3rd flr. Owner occup. 3 family includes prkg. No pets. $625/mo. (617) 245-9118.

WAKEFIELD. 1 BR in 2 fam, nr stores & pub trans, $750 incl ht & hw, ideal for single. Avl Aug. 665-3618.

WAKEFIELD. Nice quiet 5 rm, e-i-k, mny clsts, hw flrs, w/d hkup, porch, yd. $860 unheated. 944-1647.

WAKEFIELD. 2 bdrm, A/C, W/W, H/T/HW, walk to downtown & T. 2 pets ok. $725. 508-640-0737 bf 3.

WAKEFIELD. 1 BR Brookbend condo, a/c, d&d, w/w, nr Center. $825 hd. 245-7130.

WAKEFIELD. (near lake) 2 rm studio apt, ht & elec. incl'd. $560/mo. No fee. TERRY RE. 245-4441.

WAKEFIELD. lovely 1 BR, mod ba, nr Ctr, prg, a/c, avl 8/1. $595 • 245-0069.

WAKEFIELD. Lakeside Charm 2 rm apt in hist Vict. $425. (508) 687-8223.

WAKEFIELD. On Lake. 2 Br 2 ba mms, no pets. Lease $1050 • immed. 246-0299.

WAKEFIELD. Modern 1 BR a/c, prg, heat & h w incl. No pets. $675. 245-3483.

WAKEFIELD. 6 rms, conv loc, prg, no pets or utils. $900 mo. 246-1019.

WAKEFIELD. Spac charm 3 rm 3 Fam nr trans, prg. $525 unhtd. 508-470-1308.

WAKEFIELD. Spect 6 rms, w/ tp, piano nr trans, 2 grs. $795 unhtd. 245-2007.

WAKEFIELD. 3 BR Townhouse, unhtd. $950. Call 979-0270 or 662-4088.

WAKEFIELD • BR Carriage Hse, lge, sunny, unique, perfect for exec or exec-type

WALTHAM. Condo Totten Pd Rd 2 BD, 2 full baths, LR, kit w/dry. $900. Avl 8/1. (617) 893-5324.

WALTHAM. No fee, conv downtown loc, lg spac 3 BR, hdwd flrs, no pets. $790 • utils. 924-7325.

WALTHAM. Mod, spac, sunny 1 BR, w/w, a/c, prg & lndry, on T, ref, avail. $535 up. 508-456-8831.

WALTHAM. O H. Sun 12-2, 57 Walnut St., 1 BR, clean, lg, updated, no fee. 8/1. $550 • 894-1798.

WALTHAM. 2 bd condo, a/c, hdwd flrs, pool, prkg, nr 128 & 2. $775. APT CTR. 738-5300.

WALTHAM. Large 2 BR, 6 rms, LR, kit, study, back yard, prkg. No fee. $750 • avl 8/18. 508-893-8700M-F.

WALTHAM. No fee. Std 900 sq ft 1 bd. 580 ft 2 bd. $825 • 2 bd 725 • 4 bd $1000 htg. DOGGETT RE. 923-3456.

WALTHAM. low fee/no fee. Nice 1BR-$495, 2BR-$675 & 3 +4BR. See us. Cent MCCARTHY RE. 647-0300.

WALTHAM. Studios, 1-2-3 & 4 BR, avl now, starting at $400. Century 21 Zamparelli's R E. (617) 894-4020.

WALTHAM. 6 Rm., 4 Br, nr T & Brandeis, $1050 • utils. 508-443-7021.

WALTHAM. Lux 1 BR htd $600. Unhtd $540. No fee. 894-4483, 238-8384.

WALTHAM. 2 Br, 2 bth, A/C, d/d, W/D, elev, nr 128, $850 mo. 617-484-9027.

WALTHAM. Mod 1 BR gran style $625 ht/hw incl. avl 8/15. No fee. 894-4316.

WALTHAM. Furn studios from $475/inclu utils & a/c, new bldg. 893-1130.

WALTHAM. Lge clean 4 BR, 2 bath apt, prkg, nr T. Avl 8/1. $1200 • 899-5006.

WALTHAM. Best buy, 1 BR, new kit, w/w, no fee. $640. (617) 890-7826.

WALTHAM. Mod, 1&2 BR's, sunny & well maint, prg. $575 & $675. 697-4664.

WALTHAM. 1, 2 & 3 bdrm apts. Call for details. COLONIAL R E. 891-4411.

WALTHAM. Lux 1 BR, nr T & 128, prkg. From $620/ht & hw incls. 890-8967.

WALTHAM. 2 bedroom, balcony, pool. $660 mos ht & hw. (617) 361-5272.

WALTHAM. 1 BR. $645 htd, avl 8/1. years lease, no fee. 332-3198.

WALTHAM. sm apt in quiet bldg nr T/shpg. $625 • ht hw/ bel 9 pm. 899-1798.

WALTHAM. 6½ rms, 2 bdrm, $1000; 5½ rms, priv, $800; 3 rms, prg, $600. 229-8867.

WALTHAM. $700. 3 rm, bsmt, appl, inc ht, priv, strge & lndry. 647-0848.

WALTHAM. Lav 1 BR, ideal for newlyweds/others. $675 incl ht, hw. 924-4838.

WALTHAM. Sunny 4 rm flr. $725 htd. Donnellon R E. 244-8038.

WALTHAM. Builder must rent new Contemporary house. $1100 • 923-3455.

WALTHAM. 3 BR hse, w/d, gw fridge, prg, nr 128/20, no fee. $1200. 893-3011.

WALTHAM. West End, mod sman 3 rms, 2nd flr, $650 htd. Lugo Assoc. 893-7888.

WALTHAM. 2 rms, unhtd, $400. 3 rms, $535 nr PO, prg, ise no pets. 891-0489.

WALTHAM. Newton in 4 rm, avl 8/1, nat wd prg, $810. AGT 964-1599.

WALTHAM. Conv Bemi sty

WATERTOWN. 1 BR hdwd flrs, e-i-k, 2 cars yd. $720 htd. 2 BR nr trnpk & 2 car yd. $750. 3/4 BR 1½ bths, 2 cars, a/c, fully appld. $1200. 2 BR, lux, 2 ba, a/c, new w/ nr trnpk. $1000 htg. No fee. RE/MAX R E. 926-3400.

WATERTOWN & Vic. Inspect. Stu, 1 BR, $620. $700 inc. mod 2 br h/w flr. $775. nice 2 br, inc ht&hw. $800. gorgeous 3 br h/w flrs. $1400. Summer pgs. $900 & up. METRO PROPERTIES 484-8119.

WATERTOWN, lg sunny 3 br in owner occbd 2 fam, 7 rms, dwshr, w/d, fabchs & vgs. New rear deck, gr surrm, and firs, steep lg. hwy, ba, bus, $1350 • utils. 924-2978.

WATERTOWN, Sunny 1 BR, mod, K&B, prkg, $775. Mod 2 BR, 2 c, $875. Old charm rm, d/d, fireplc, fp, $1000. 6 rms, 3 bedrm, 2½ bths, to $1500. LAWNDALE RE. 484-0331.

WATERTOWN, Avl 9/1, cnverm 2 BR, cab kit, tile bth, lg master BR • sml child's rm or study • sunny deck, prg, on T in quiet area. $850/mo unhtd. Eves (617) 237-7170.

WATERTOWN, No Fee. Best loc, overlooking the river 3/4 brs in house, hdwd flrs, frpl, plenty of prkg. $1200. 9/1. 924-0439 or 926-8049.

WATERTOWN, Oakley C C 2 BR, LR, DR, sprm, patio, garden, ovrlks C C. 1st flr of 2 fam, gar, prg, on T. No pets. 9/1. $775. Sun 926-4304 M-F 484-8532.

WATERTOWN, no fee. Whitney apts. Lux studio, 1 & 2 borms, nr/courts, pools & more. Great value! For day or eve appts call (617) 923-8088.

WATERTOWN, lg 3 br hse w/hw firs, LR, DR, semi-in snorch, e-i-k w/pntry, off-st prkg, yd, wd hkup, storage, 1 blk to T. 5 mins Harv Sq. 9/1. $1380 • 924-2212.

WATERTOWN, Sq, 3 lg rms, prg, $560-$595. Owns 924-5664 861-8875.

WATERTOWN, Rental Specialist! 1,2,3 & 4 BR • Near Arsa Ariena • Newton, Belmont, Waltham, Rt. 95. 899-1119/484-1929.

WATERTOWN, Newton in, 6 rms • fin bsmnt, 1st fl 2 BRs, summ, sm'd porch, fenced yd, gar, nr trans, $810, unhtd. 508-881-4429.

WATERTOWN, 2 BR, 5 rms, cab kit, mod bth, W/W, sem porch, at corner. Avl now. $800 by owner eves/ immed. (617) 924-4843.

WATERTOWN, Sq loc 1&2 BR apts in bldg nr T & Pike. No Fee. 923-8427. CENTURY 21 WEST REALTY. 926-5290.

WATERTOWN, Except loc, 2 fam brick, 3 BR, e-i-k, DR, prg, nr T & schs, quiet nghbd. No pets/utils. Avl 8/1. $1100. 484-6757.

WATERTOWN, 3-4-5 BR apts, htd, on bus line, prkg, also opening for rmmtes. Owner no fee. 891-3220 9-11 am & 5-9 pm.

WATERTOWN, 3 BR, avl 9/1, basic duplex house, cab kit, lg bth, d&d, w/d hkup, on T in. $1200/mo unhtd. Eves 237-7170.

WATERTOWN, 6 rm, 2/3 BRs, new bath, ing, W&D nat wood. $1020. Many other apts available. Cirs Realty, Inc. 924-4800.

WATERTOWN, Summer Discount! Conv loc, on bus. 4 rm hdwd flrs, avail $500. No Fee! 926-6236 3-7 pm 665-2870.

WATERTOWN, 2 BR, mod, clean, Nr bus & shop. No pets. $845. 489-1647.

WATERTOWN, 2/3 Brs, no pets, no fee, 2 car prg, owner. $900. 354-1087.

WATERTOWN, 1 of a kind 3 rm BR apt, prg. $1150. Mary R E. 617-926-1621.

WATERTOWN, Belmont line, 6 rms, 4 bdrms, 4 c, prg. $1100. 9/1. 926-9478.

WATERTOWN, Quiet, clean, mod 5 rm, 2 br, no pets. $825 • 9/1. 924-7124.

WATERTOWN, Beaut 3 lg BR, w/w, yd, prg, exc loc. $1150. 9/1. 244-0102.

WATERTOWN, Nr Oakley CC, 5 rms, prg, $800. Avl now. Owner. 924-4229.

WATERTOWN, Spac 5 BR, 1½ bth apts. Nr transp. $1800 • R E. 527-7272.

WATERTOWN, Newton Cnr, 2 firs, 9 rm, 4 br, newly decor. $1500. 965-6288.

WATERTOWN, studio, fp, yd, nr T, Charles River. $595 util incl. 244-0102.

WATERTOWN, 2 Br Condo W/D, on T, ht & prg. $800. No fee. 508-851-6842.

WATERTOWN, 3 BR Comfi renov, prg. $1100 unhtd. Avl 9/1. No fee. 969-8015.

WATERTOWN, Lovely 3 BR, 1½ ba, frpl, d&d, low ht bill. $1150 • 924-4835.

WATERTOWN, SQ, 3 lge rms, just renov, prg. $645. Owner 924-0854 861-6575.

WATERTOWN, W, 2 bd spac rm, nr, & pool, rom. $790. 643-4478 484-3345.

WATERTOWN, Serv 2 BR's for $850 • Call for details. Donnellon RE 244-8038.

WATERTOWN, 4 rm $725 • 2 bd $800 • 3 bd $850 • Leggett RE 923-3456.

WATERTOWN, Modern clean 3BR in hse, prg. $900. Agent 848-8700.

WATERTOWN, Sq, 2 br, 2 bath lux condo, $995 mo. No fee. Avl 9/1. 965-5741.

WATERTOWN, Mod 3 BR, 6 rm, dw, w/d, $800 • 9/1. EDSALL RE. 527-3487.

WATERTOWN, 1-3½ BRs, $750 up. July, Aug, Sept. Elsena, Natick R E. 484-1900.

WATERTOWN, lux Riv view 2 BR 2 bth $1350/mtd 8/1. Elsena, Natick R E. 484-1900.

WATERTOWN, area, unity, 1-3 bdrm apts, $650 up. RUSSELL R E. 484-8600.

WATERTOWN, 3 rm, 1 BR, $700, 3½ rm, 1 BR, prg, $600. Bom mid. 489-0504.

WATERTOWN, 6 rm, 3 BR & 7 rm, 4 BR in qd, 2 fam. Prg. $1000 ea. 488-0586.

WATERTOWN, Renov 4BR nr everything. All utils. $1550. 3386/BR 924-1393.

WATERTOWN, 2 BR Condo, loop flr, river view. $850 htd. (508) 485-4070.

WATERTOWN, stu & 1 bd, $595-$750. 2 bd mod bldg 9/1 $785 • 2 BR 2 fam nr Sq $825 • 2 BR Oakley CC $850 • 3 BR mod Dplx prg $900 • 3 BR d&d ww 9/1 $900 • 3 BR Duplex, ½ ba d&d prg 3 9/1 $1200. Exclusive R E. 924-3616.

WAYLAND, Mainstone Farm, 2 BR condo, lemms, pool. $1795. 508-653-6252 eves & wknds. 508 653-1189.

WELLESLEY. All 2 BR some hdn parquet firs, prg, select from $1050-$1200. Susan 235-9990. ANTARAMIAN REALTY. 617 965-9800.

WELLESLEY

WEST ROXBURY
nspc 2 bd, 3 BR
ste LR, DR mo
$1200. R E 254

WEST ROXBU
$875/unhtd. B
Bright 2 BR, ne
firs, gar, sprch

WEST ROXBURY
3 family w/comm
kit, d/d. Avail no
Call Monday 566

WEST ROXBURY
rental a/c, 2 BR, 2
Condo, immigrad
Rd on T. $1088

WEST ROXBURY
1-2 BR, hdwflrs, &
prkg. No fee. $6
329-0898, 828-733

WEST ROXBURY, M
Renov, sunny, m
BRs, $575-$650.
parking. 327-1371.

WEST ROXBURY, 1
BR in 3 fam. Walk t
& trans. Avail 8/1
Paul. 323-5965.

WEST ROXBURY
exc loc, pch, yd, m
$790, studio, elec,
$430, no fee. 1-784

WEST ROXBURY, A
1BR $700 incl ht
w w a/c, prg, a
setting. No pets. 327

WEST ROXBURY, Be
½ fee. Quiet bld n
Lge 1 BR $600, 2 BR
parkways. RE. 327

WEST ROXBURY, 2
brs, 2 ba, fully equip
$1100 htd. 508-627-

WEST ROXBURY, Lg
2 br in ths, yd, prg, $
D. 329-4874 ev 325

WEST ROXBURY, M
br, c a, 3 yr old C
$1000 Agt Karen 448

WEST ROXBURY, stu
$525, 2 & 3 BR s $75
conv loc R E. 327-59

WEST ROXBURY, 2
ht/hw inc. 3 BRs, ne
RE 323-9866, 449-26

WEST ROXBURY, 1 BR
& ba porches, nr
$595 unhtd. Call 320-

WEST ROXBURY, 6 rm
yd. Avl now. $1000
Exc loc. 277-4619.

WEST ROXBURY, 5
renov'd, handy to
MOYNIHAN R E. 323-

WEST ROXBURY, 2 BR,
now ww, prkg, indry, s
NO FEE. 884-0808.

WEST ROXBURY, mod
rm, 2 BR, ac, porch, n
$775. 329-6448, 329-58

WESTBORO, Sunny, sp
2 BR condo, all appl'd
yard, pool, tennis, nr 4
Ave. $875. 508-732-84

WESTBOROUGH, 1 BR
nr w/, ac, d&d. No pe
$549 htd. 508-366-1050.

WESTON, 3 rm w/ e-i-k
frpl LR, $725. Suburb
Property Center 235-714

WESTWOOD, 2RM apt in
farm. Free tans on! $595
fee. Call agent. 326-960

WEYMOUTH, So Rte 1
Gaslight Village, 1,2,3 B
apts starting at $695 m
Pet ok. Active clubhs
Trans at door, nr shop
Furn apts avail. Own
managed. Call 335-3030
Model open Mon-Tue-
Thur 9-, Wed Fri Sat
5, Sun 12-5 or by appt

WEYMOUTH, Lux mod
BR, w-d, beaut vw, poo
cluhse, free prg, 2
mos to Bus. Students C
$750. 335-5940 lve mss

WEYMOUTH, 2 BR Townh
Sunny, top mod kit, bath
w-w, c/c, priv fnd
$840 448-1662

BEST COPY AVAILABLE

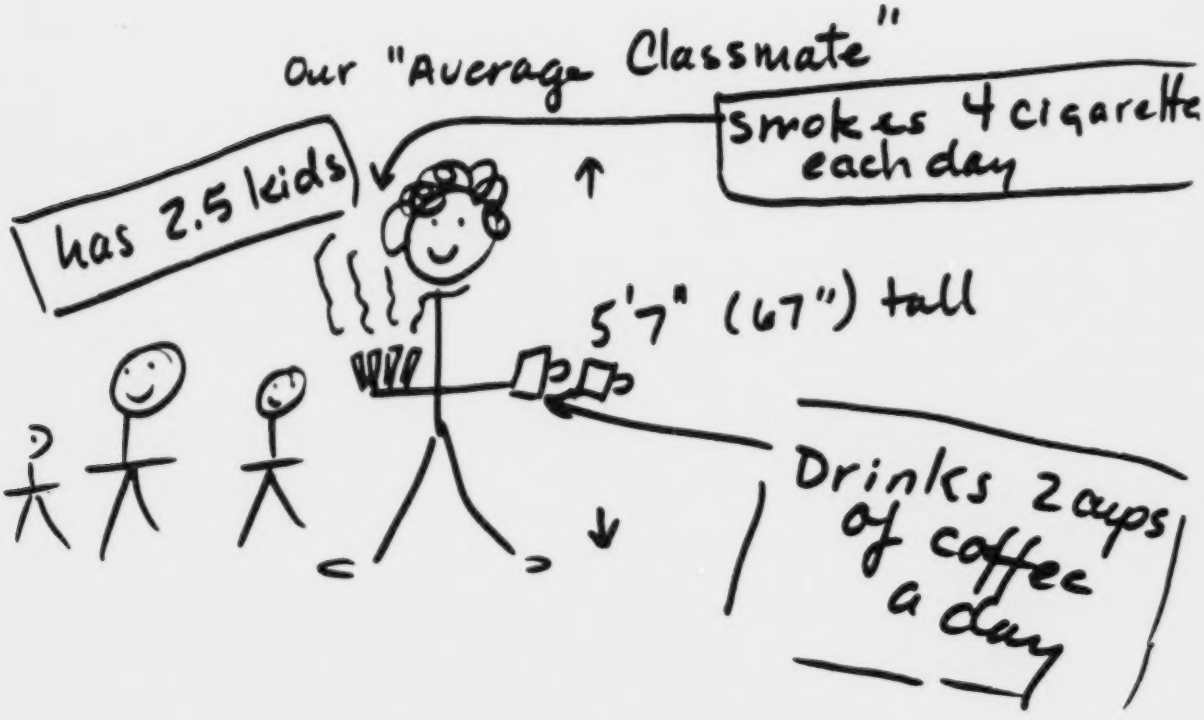
CREATIVE ACTIVITY

WHAT'S THE CLASS AVERAGE?

Have the class find out its averages. Ask each learner to make up a question, like "What's our average height?" or "What's the average # of cigarettes each person smokes a day?"

Then, ask each learner to collect the information, and determine that average.

How do people want to display the results?



Types of Instructional Materials

Many teachers use a basic series or book for structure and sequence of information and skills. From there, they can learn how to supplement with other types of materials which are relevant to the learners' specific needs, interests, goals and learning styles.

Materials can be classified according to several factors. Many materials combine more than one facet; e.g., a lesson in a textbook can provide factual information, ask a learner to fill in blanks, then ask the learner to solve a problem.

1. Who Made the Material?

Expert or Commercially-prepared: Books, magazines, workbooks, study guides, etc., which are specifically published for use in adult basic education classes or for use by adult learners.

Teacher-made: Unpublished stories, workbooks, **handouts**, games, activities or raw materials which are either written or compiled for special use by a teacher.

Learner-generated: Published or unpublished stories, articles, games, etc. which are written or compiled by learners.

Miscellaneous: Newspaper articles, forms, letters, etc. which adults come across daily.

2. What Kind of Information/Content Does it Provide?

Textual, real information about the world: Newspaper articles, forms, essays, excerpts from non-fiction books, etc.

Fictional content: Stories, novels, etc.

Practice test-taking material: Workbooks, study guides, etc.

Non-textual, raw materials: Pictures, photographs, drawings, music, recordings, real objects, etc.

3. What Does It Ask The Learner to Do?

Read and write: Read essays, write paragraphs or generate sentences on given topics, find topic sentence, etc.

Fill in the blanks: Answer questions on readings, complete incomplete sentences, matching, isolating vocabulary words, master technical skills, etc.

Problem pose and solve: Discuss, analyze, think about issues, define problems, propose solutions and actions, etc.

Create: Write, draw, make up activities, etc.

4. What Does It Ask The Teacher to Do?

Impart information: Give information via lecture, discussion, presentation, etc.

Correct and assist: Look over learners' work, give answers, guide individual or group work, etc.

Facilitate discussion/problem solving: Present problem or text, guide discussion, assist group work, etc.

Act as a resource: Present raw material, facilitate discussion, aid creative process, etc.

- **Other Factors Which May Classify Materials:**

  – Materials which allow learners to learn from each other or specifically from the text.

  – Materials which provide complete information or incomplete information.

  – Materials which are emotionally-charged or emotionally-bland.

All of the different types of materials, and the varying degrees of learner involvement and creativity inherent in each, are necessary for the learning process. There are times when commercially-produced, workbook-type materials with a greater degree of facilitation on the part of an instructor are needed, and there are times when creativity on the part of the learner in creating his/her own materials is appropriate and important for learning to be meaningful.

Force Field Analysis Technique

This is a technique which is helpful for diagnosing a problem, analyzing all of the forces involved in the situation and strategizing about how to solve the problem. It may be useful for groups of students who see a need for change in their lives or program but feel frozen by the inability to bring about that change.

Step 1:

Think of a current problem or difficulty that you would like to see changed or corrected. Paraphrase that problem and/or change and write it at the top of a sheet of paper or newsprint.

Step 2:

Underneath the paraphrased problem or change, on the right side of the paper, list all of the forces which could prevent or hinder the change from taking place. These are the negative influences in the situation.

Step 3:

On the left side of the paper, list all of the forces which could help or drive the change to take place. These are the positive influences in the situation.

Step 4:

On a separate sheet of paper or newsprint titled "Strategies", discuss and write down all of the ideas you have for reducing the negative influences and increasing the positive influences. Discuss the steps you will take to implement these strategies.

Information Gaps Grid

Try to complete this grid by asking questions of your fellow participants.

What's Your Name?	*Where Do You Work?*	*How Can I Get In Touch With You?*	*What is Your Job?*

Examples of Investigative Activities to Do With Students

Mapping

Ask students (perhaps in small groups) to make a simple map of their community on a large sheet of newsprint. Where does each student live? How far are they from school, work, shopping, etc? Have them identify and label places which are significant to them. Suggest that students indicate their feelings about places on the map by using symbols (happy face, sad face, a prohibitive circle with a bar, etc.) Have individuals or small groups write about something interesting they have identified about their community or themselves by making a map of it.

Personal Landmarks

Discuss what a landmark is. Have the participants identify a landmark which has personal significance for them. The landmark could be officially designated (i.e. The Statue of Liberty, the Quabbin Reservoir) or personally memorable (i.e. the street where I grew up, the tree I fell out of, the corner grocery store where I got my first job). Have the participants make a drawing or depiction of the landmark on a sheet of paper and then dictate to a partner (who will write what they say under the picture) why that landmark is significant to them.

Personal Historical Timeline

(Especially appropriate for a GED social studies or U.S. History citizenship group) Select a particular period of recent history and make a timeline of major world events on a large sheet of newsprint. Have the members of the group identify what they or a family member was doing at those particular times. Write or draw something on the chart to indicate this. Talk about the impact (or non-impact) of the events on the lives of group members and their families. This can be developed into a writing activity.

Instructions For Small Group Work

Facilitator: Cut and give one slip to each group during Step 3.

Group A

Mapping:

Each member of this group should make a simple map of your community on a sheet of paper. If two or more of you are from the same community, do one map together. Identify and label places which are significant to you. You might want to draw signs or symbols which indicate how you feel about going to certain places on your map. Then, write (just a few sentences) about something interesting you have identified about your community or yourself by making a map of it. Share your map(s) and writing with the others in your group.

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SABES System for Adult Basic Education Support

SABES Clearinghouse
Central Resource Center
World Education
210 Lincoln St
Boston MA 02111
617-482-9485

Fact Sheet # 3

THE BIG PICTURE DIRECTORY

This directory includes funding sources, assessment tests, professional organizations, advocacy and support groups for adult basic education programs in Massachusetts.

FUNDING SOURCES

COMMONWEALTH LITERACY CAMPAIGN (CLC)

Address: 1385 Hancock St
Quincy MA 02169
Contact: Allyne Pecevich
Telephone: 617-770-7581

CLC focuses on establishing a statewide volunteer system of trained literacy tutors.

DEPARTMENT OF EDUCATION (DOE) BUREAU OF ADULT EDUCATION (BAE)

Address: 1385 Hancock Street
Quincy MA 02169
Contact: Robert Bickerton, Director
Mary Jane Schmitt and
Rich Levy,
Supervisors of Development
Telephone: 617-770-7581

DOE/BAE manages state and federal funding for ABE services statewide. Funds are awarded to various kinds of ABE programs through a competitive process for a 1-3 year period. Emphasis is placed on providing services to adults functioning on a level equivalent to grades 0-8. DOE/BAE also administers SLIAG, Homeless, and Workplace Literacy funding.

Boston Region:	Central Region:	Northeastern Region:	Southeastern Region:	Western Region:
Barbara Garner	Margaret Farrey	Marcia Hohn	Ann Allerdt	Bill Arcand
617-482-9485	508-853-2300 x286	508-686-3183	508-678-2811 x278	413-538-7000 x586

DEPARTMENT OF EMPLOYMENT AND TRAINING (DET)

Address: 19 Staniford St
Charles F. Hurley Building
Boston MA 02114
Contact: Customer Service
Telephone: 617-727-6600,
617-727-8660
(Customer Service),
800-322-4944

DET's statewide network of local offices combines resources for employment, training referrals, and unemployment insurance benefits. DET also administers the Job Training Partnership Act (JTPA) programs.

DEPARTMENT OF PUBLIC WELFARE (DPW)

Address: 600 Washington St, Rm 2039
Boston MA 02111
Contact: Sandra Tishman or Diane Lally
Telephone: 617-574-0157
617-547-3265
617-547-0100

Through a wide range of contracts DPW provides opportunities for recipients of AFDC, General Relief, and Food Stamps to obtain employment, education, and training services. DPW allocates money for ABE, ESL, and GED.

INDUSTRIAL SERVICE PROGRAMS (ISP)

Address: One Ashburton Place
Boston MA 02114
Contact: Suzanne Teegarden or local
Worker Assistant Center
Telephone: 617-727-8158

Industrial Service Programs provide employment, training, and adult education services statewide to workers laid off by plant closings or shift reductions.

MASSACHUSETTS BOARD OF LIBRARY COMMISSIONERS (MBLC)

Address: 648 Beacon Street
Boston MA 02115
Contact: Shelley Quezada
Telephone: 617-267-9400

MBLC plans and develops library services in Massachusetts. Through a competitive RFP process, they provide public libraries with funds for adult education and ESL programs and resource centers.

MASSACHUSETTS OFFICE FOR REFUGEES AND IMMIGRANTS (MORI)

Address: 2 Boylston St, 2nd Floor
Boston MA 02116
Contact: Regina Lee, Director
Telephone: 617-727-7888

MORI sets policy and provides funding for transitional services (ESL and citizenship education) to immigrants and refugees.

PROFESSIONAL ORGANIZATIONS

AMERICAN ASSOCIATION OF ADULT & CONTINUING EDUCATION (AAACE)

Address: 1112 16th St NW, Suite 420
Washington DC 20036
Contact: Judith Ann Koloski,
Executive Director
Telephone: 202-463-6333

A national professional organization for adult educators, the AAACE acts as an advocate for adult and continuing education, deals with legislation, and holds an annual national conference.

MASSACHUSETTS ASSOCIATION OF ADULT AND CONTINUING EDUCATION (MAACE)

Address: P O Box 414
Newton Centre MA 02159
Contact: Christy Newman,
Executive Director
Telephone: 617-965-2063

MAACE is a statewide professional organization which seeks to broaden understanding of life-long learning and provide professional growth opportunities for people interested in adult and continuing education.

MASSACHUSETTS ASSOCIATION OF TEACHERS OF SECOND LANGUAGES (MATSOL)

Address: English Language Center
Northeastern University
360 Huntington Ave
Boston MA 02115
Contact: Catherine Sadow
Telephone: 617-437-2455

MATSOL is a statewide professional association for teachers of second languages.

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

Address: 1600 Cameron St, Suite 300
Alexandria VA 22314
Telephone: 703-836-0774

TESOL is an international professional association which publishes newsletters and a journal, holds an annual conference, and provides other support for teachers of English to speakers of other languages.

ADVOCACY & SUPPORT GROUPS

CORRECTIONAL EDUCATION ASSOCIATION (CEA)

Address: 8025 Laurel Lakes Court
Laurel MD 20707
Contact: Steve Steurer
Telephone: 301-490-1440

CEA seeks to increase the effectiveness, expertise, and skills of educators and administrators who provide services to students in correctional settings.

INTERAGENCY LITERACY GROUP (ILG)

Address: Department of Education
1385 Hancock St
Bureau of Adult Education
State Department of Education
Quincy MA 02169
Contact: Robert Bickerton
Telephone: 617-770-7581

The Interagency Literacy Group is a group of agencies working together since 1987 to enhance and expand educational opportunities for a broad range of adults and to establish guidelines for effective adult literacy and basic skills programs.

LOWER MERRIMACK VALLEY LITERACY COALITION (LMVLC)

Address: Adult Learning Center
599 Canal St
Lawrence MA 01840
Contact: Jeanne O'Brien
Telephone: 508-975-5917

LMVLC is a group of representatives from 15 agencies who have been meeting monthly for 7 years to share information and to advocate for literacy. There are currently about 15 member agencies who are also members of other boards such as the Regional Employment Board and who are involved in literacy activities throughout the region.

LITERACY SUPPORT INITIATIVE (LSI)

Address: 285 Hills House South
UMASS Amherst
Amherst MA 01003
Contact: Joan Dixon
Telephone: 413-545-0747

Based at UMASS/Amherst, LSI offers specialized training programs for managers, administrators and designers of Third World and U.S. literacy programs. LSI also holds conferences, workshops and a speaker series on participatory education for literacy professionals.

LITERACY VOLUNTEERS OF MASSACHUSETTS (LVM)

Address: P O Box 102
Prudential Station
Boston MA 02199
Contact: Roberta Soolman
Telephone: 617-536-7171

LVM trains and places literacy and ESL tutors and carries out public awareness, provides advocacy, and information and referral services. LVM also provides technical assistance and tutor training to LVM affiliated and associated programs.

MASSACHUSETTS COALITION FOR ADULT LITERACY (MCAL)

Address: P O Box 547
Boston MA 02102
Contact: Ruth Derfler, Chairperson
Elaine Williams, Information and Referral Specialist
Telephone: 800-447-8844

MCAL provides an information and referral hotline for students, volunteers, and others. MCAL also advocates for increasing resources for adult literacy in Massachusetts and conducts activities designed to increase public awareness of the need for literacy services.

MASSACHUSETTS IMMIGRATION & REFUGEE ASSOCIATION (MIRA)

Address: 178 Tremont St
Boston MA 02111
Contact: Sara Strauss,
Program Assistant
Telephone: 617-357-6000 x229

MIRA was established in 1987 to advocate for immigrant and refugee rights. Specifically, it seeks to : 1) enable these newcomers to assist in the formulation of the policies and programs that effect their lives, 2) counteract restrictionist or nativist ideologies, and 3) promote respect for and appreciation of racial, ethnic, and cultural differences.

NORTHERN MIDDLESEX SERVICE DELIVERY AREA LITERACY COMMITTEE

Address: Lowell Adult Learning Center
3 Kirk St (LHS)
Lowell MA 01852
Contact: Fred Abisi, Chairperson
Telephone: 508-458-9007

This committee includes representation from all organizations providing literacy programs within the Northern Middlesex service delivery area (SDA). Its purposes are to explore the literacy needs of the greater Lowell area and to plan appropriate responses.

SYSTEM FOR ADULT BASIC EDUCATION SUPPORT (SABES)

Central Resource Center
Sally Waldron, Director
Rhonda Malina, Associate
World Education
210 Lincoln St
Boston MA 02111
tel. 617-482-9485
fax 617-482-0617

Central Regional Support Center
Margaret Farrey, Regional Coordinator
Center for Lifelong Learning
Quinsigamond Community College
670 West Boylston St
Worcester MA 01606
tel. 508-853-2300 x286
fax 508-852-6943

Northeast Regional Support Center
Marcia Hohn, Regional Coordinator
NECCUM
51 Lawrence St
Lawrence MA 01841
tel. 508-686-3183
fax 508-691-5414

Southeast Regional Support Center
Ann Allerdt, Regional Coordinator
Adult Community Learning Center
Bristol Community College
64 Durfee Street
Fall River MA 02720
tel. 508-678-2811 x278
fax 508-678-2811 x470

Western Regional Support Center
Bill Arcand, Regional Coordinator
Holyoke Community College
303 Homestead Ave
Holyoke MA 01040
tel. 413-538-7000 x586
fax 413-534-8975

Through this system of support center, SABES provides ABE programs with services in four areas: staff development, program development, research and development, and resource and information sharing.

SOUTHEAST COALITION FOR ADULT LITERACY (SCOAL)

Address: Bristol Community College
Adult Community Learning Center
64 Durfee St
Fall River MA 02720
Contact: Merle Coughlin
Telephone: 508-678-2811 x274

SCOAL is a group of interested individuals who meet monthly to keep abreast of legislation that will affect adult education and to share resources.

WESTERN MASSACHUSETTS COALITION FOR LITERACY (WMCAL)

Address: South Hadley Public Library
Bardwell Street
South Hadley MA 01075
Contact: Connie Clancy
Telephone: 800-537-READ or
413-538-5045

This coalition, open to organizations and individuals in western Massachusetts, currently has about 50 dues paying members. It supports literacy programs through advocacy work and by providing staff development activities. The coalition also has an 800 number for students and for individuals interested in volunteer work.

March 1991

SABES System for Adult Basic Education Support

SABES Clearinghouse
Central Resource Center
World Education
210 Lincoln St
Boston MA 02111
617-482-9485

Fact Sheet # 7

Common Acronyms in Adult Education

Acronym	Full Name
ABLE	Adult Basic Learning Exam
ABE	Adult Basic Education
ADP	Adult Diploma Program
AFQT	Armed Forces Qualification Test
AGM	Associated Grantmakers
ALI	Adult Literacy Initiative
ALRI	Adult Literacy Resource Institute
APL	Adult Performance Level
ASE	Adult Secondary Education
BAE	Bureau of Adult Education, MA
BALF	Boston Adult Literacy Fund
BEST	Basic English Skills Test
CASAS	Comprehensive Adult Student Assessment System
CASAS/READ	CASAS Adult Life Skills - Reading
CASAS/LISTEN	CASAS Adult Life Skills - Listening
CBE	Competency Based Education
CBO	Community Based Organization
CC	Community College
CDBG	Community Development Block Grant
CHOC	County House of Corrections
CLC	Commonwealth Literacy Campaign, MA
CRC	Central Resource Center, SABES
DET	Department of Employment and Training
DOC	Department of Correction, MA
DOE	Department of Education, MA
DPW	Department of Public Welfare
EDP	External Diploma Program
ELA	Eligible Legal Aliens
EOCD	Executive Office of Communities and Development

Boston Region:	Central Region:	Northeastern Region:	Southeastern Region:	Western Region:
Barbara Garner	Margaret Farrey	Marcia Hohn	Ann Allerdt	Bill Arcand
617-482-9485	508-853-2300 x286	508-686-3183	508-678-2811 x278	413-538-7000 x586

Acronym	Meaning
EOL	Executive Office of Labor
ESL	English as a Second Language
ESLOA	English as a Second Language Oral Assessment
FTE	Full-Time Equivalent
GED	General Educational Development
ILG	Interagency Literary Group
INS	Immigration and Naturalization Service
JCS	see MOJCS
JOBS	Job Opportunities and Basic Skills Training Program
JTPA	Job Training Partnership Act
LEA	Local Educational Agency
LD	Learning Disabled
LSI	Literacy Support Initiative, UMass/Amherst
LVM	Literacy Volunteers of Massachusetts
MAACE	Massachusetts Association for Adult and Continuing Education
MBLC	Massachusetts Board of Library Commissioners
MCAL	Massachusetts Coalition for Adult Literacy
MJC	Massachusetts Job Council
MOJCS	Mayor's Office of Jobs and Community Services
NAEP	National Assessment of Education Progress
OJCS	see MOJCS
ORI	Office for Refugees and Immigrants
PIC	Private Industry Council
PPT	Pregnant, Parenting Teens
READ	Reading Evaluation Adult Diagnosis
REB	Regional Employment Board
RFF	Request for Funding
RFP	Request for Proposal
RSC	Regional Support Center, SABES
SABES	System for Adult Basic Education Support
SDA	Service Delivery Area
SEA	State Educational Agency
SLIAG	State Legalization Impact Assistance Grant
SPL	Student Performance Level
STEP	Summer Training & Education Program
TABE	Tests of Adult Basic Education
TAG	Targeted Assistance Grant
USDOE	US Department of Education
VISTA	Volunteers in Service to America
WPED	Workplace Education
WRAT	Wide Range Achievement Test

revised February 1991

SABES System for Adult Basic Education Support

SABES Clearinghouse
Central Resource Center
World Education
210 Lincoln St
Boston MA 02111
617-482-9485

Fact Sheet # 8

ESL AND ABE WORKSHOPS, COURSES AND DEGREE PROGRAMS IN NEW ENGLAND: A PARTIAL LISTING

CONNECTICUT

Central Connecticut State University

Address: English Department
1615 Stanley Street
New Britain CT 06050
Contact: Dr. Andrea Osborn
Telephone: 203-827-7556

Programs and courses at both the undergraduate and graduate levels for professionals and pre-professionals who want formal training in or familiarity with ESL, linguistics, and related fields.

Fairfield University

Address: Graduate School of Education and Allied Professions
Fairfield CT 06430
Contact: Sr. Julian Poole
Telephone: 203-254-4250

A master's degree program in ESL.

Southern Connecticut State University

Address: English Department
501 Crescent Street
New Haven CT 06515
Contact: Kathleen Klein
Telephone: 203-397-4202

One undergraduate course in ESL. Open to individuals from the community.

University of Connecticut

Address: Educational Leadership Dept
Box U-93
249 Glenbrook Rd.
Storrs CT 06269
Contact: Linda H. Lewis
Dr. Barry Goff
Telephone: 203-486-0250

Master's and doctorate programs in adult education. Courses in adult literacy are available.

Boston Region: Barbara Garner 617-482-9485
Central Region: Margaret Farrey 508-853-2300 x286
Northeastern Region: Marcia Hohn 508-686-3183
Southeastern Region: Ann Allerdt 508-678-2811 x278
Western Region: Bill Arcand 413-538-7000 x586

MASSACHUSETTS

Boston University

Address: Modern Languages Department
718 Commonwealth Avenue
Boston MA 02215
Contact: Suzanne Irujo
Telephone: 617-353-6294

Master's degree and undergraduate level courses in teaching ESL to adults. The courses are open to the community.

Clark University

Address: Graduate Continuing Education Program
950 Main Street
Worcester MA 01610
Contact: Maurice White
Telephone: 508-793-7309

A master's degree program in ESL.

Elms College

Address: 291 Springfield Street
Chicopee MA 01013
Contact: Ann Lombard
Telephone: 413-594 2761 Ext. 291

A master's degree program in ESL in secondary schools.

Harvard University Extension School

Address: 20 Garden Street
Cambridge MA 02138
Telephone: 617-495-4024

Offers a course called Developing Reading Ability in Adults for both undergraduate and graduate credit.

Massachusetts Association of Teachers of English to Speakers of Other Languages (MATSOL)

Address: 31 Fox Hill Road
Newton Center MA 02159
Contact: Amy Worth
Telephone: 617-969-2437

In the fall and spring, MATSOL sponsors conferences that feature a plenary speaker, workshops, demonstrations, papers, panels, and rap sessions on topics relating to the teaching of ESL. On an on-going basis, MATSOL members may participate in Special Interest Groups dedicated to special concerns.

Middlesex Community College

Address: Continuing Education and Community Services
Open Campus P O Box 660
Bedford MA 01730
Contact: Caryl Dundorf, Coordinator - Program Development
Telephone: 617-437-3302

In the past they have offered a teachers' certificate program in adult literacy. They plan tentatively to offer it again in the fall of 1991.

Mt. Wachusett Community College

Address: Division of Development/ Non-traditional Learning
444 Green Street
Gardner MA 01440-1000
Contact: Judith Anne Pregot
Telephone: 508-632-6600 x276

Conducts a tutor training workshop in adult learning theory and in adult tutoring techniques for college students and individuals from the community. Both evening and day time programs include a one semester course workforce and literacy education undergraduate students. Open to individuals from the community.

Northeastern University

Address: School of Education
Lake Hall, Room 1
360 Huntington Avenue
Boston MA 02115
Contact: Morris Kaufman
Telephone: 617-437-3302

Offers a series of reading courses that prepare teachers for any level.

Roxbury Community College

Address: Adult Literacy Resource Institute
718 Commonwealth Avenue
Boston MA 02215
Contact: Steve Reuys
Telephone: 617-424-7947

Primarily for teachers working in adult literacy/basic education and for teachers changing focus. Provides in-service staff development through non-credit minicourses, workshops, sharing sessions, colloquia, and study circles in ABE/pre GED, GED, basic literacy(0-4), counseling, curriculum design and development, ESL, literacy assessment, math, reading, writing, critical thinking skills, learning disabilities and other areas. Also offers a job bank service.

University of Lowell

Address: College of Education
1 University Avenue
Lowell MA 01854
Contact: Linda Boisvert
Telephone: 508-934-4603 x4603

A master's degree program in ESL.

University of Massachusetts/Amherst

Address: Literacy Support Initiative
Center For International
Education
285 Hills House South
Amherst MA 01003
Contact: Dr. David Kinsey
Telephone: 413-545-1590

For teachers working in or changing focus to work in adult literacy/basic education or non-formal education. The Masters degree program is aimed at mid-career professionals. The doctorate program is aimed at those with considerable field experience. There are also non-degree training programs ranging in length from one week to several months that utilize existing courses, specially designed courses, independent studies, workshops and study tours. The LSI Summer Institute, together with World Education, conducts a six week graduate level program for international as well as domestic literacy professionals. Participation in this program can be on a credit or noncredit basis.

University of Massachusetts/Boston

Address: English Department
Harbor Campus
Boston MA 02125
Contact: Dr. Zamael
Telephone: 617-287-6740

A master's degree program in ESL.

MAINE

University of Southern Maine

Address: Professional Development
Center
305 Bailey Hall
Gorham ME 04038
Contact: Jane Andrews
Telephone: 207-780-5306
Contact: Prof. Michael O'Donnell
Telephone: 207-780-5069

A master's degree program in literacy with specializations in either adult literacy or ESL. Courses are open the community and in special circumstances to undergraduates.

NEW HAMPSHIRE

Notre Dame College

Address: Education Department
2321 Elm Street
Manchester NH 03104
Telephone: 603-669-4298

A master's degree program in ESL.

VERMONT

School For International Training

Address: Kipling Road
Brattleboro VT 05301
Contact: Heidi Reischuck,
Program Assistant
Alex Silverman, Director
Lee Henigan
Telephone: 802-259-7751

As part of MAT program offers a full day mini-session on adult basic education and a course in ESL which is also open to undergraduates. As part of World Issues program offers an introduction winter weekend workshop on ESL.

St. Michael's College

Address: Center For International Programs
Winoosky Park
Colchester VT 05439
Contact: Norman Lacharite
Telephone: 802-655-2000

An advanced certificate program in ESL which is 18 credits and a master's program which is 36 credits.

RHODE ISLAND

Brown University

Address: Center For Portuguese and Brazilian Studies
Box O
Province RI 02912
Contact: Dr. Edlyne Becker
Telephone: 401-863-3042

A master's in ESL.

Rhode Island College

Adress: Secondary Education Dept
Horace Mann Bldg, 2nd Floor
Mt. Pleasant Avenue
Providence RI 02908
Contact: Dr. Alice Grellner
Telephone: 401-456-8234

A graduate ESL certificate program for elementary or secondary school teachers with 18 credits of English.

This list of training opportunities in adult education and related areas has been prepared in response to requests from several ABE practitioners in SABES's Northeast Region. We make no claims as to its comprehensiveness. Should there be interest we will put out periodic updates as we learn of additional programs from you as well as from our own efforts. Please direct any comments or suggestions to the Sabes Publications Coordinator at 617-482-9485.

March 1991

Adult Education in Massachusetts

The Statewide Need:

- 1,400,000 adults don't have a high school diploma.
- 200,000 recent immigrants

The Statewide Supply:

- $20,000,000 in state and federal funds enable over 200 agencies (community colleges, public school systems, community-based organizations, libraries, jails, and workplace sites) to provide literacy and basic skills services to 45,000 adult learners each year.

A Profile of Massachusetts Adult Learners (in DOE-funded programs, 1989)

By Sex:		By Age:		By Population Group:	
Female	*48%*	16-24	*35%*	White	*42%*
Male	*52%*	25-34	*53%*	Hispanic	*27%*
		45-59	*10%*	African American	*17%*
		60+	*2%*	Asian	*13%*
				Native American	*<1%*

- 10,000 Massachusetts residents earn a GED each year!

(Statistics from Massachusetts Department of Education, Bureau of Adult Education, 1989/90)

Adult Education in The United States

The Need:

- 20-30 million adults (a conservative estimate) have serious problems with basic skills: they cannot read, write, calculate, solve problems, or communicate well enough to function effectively on their jobs or in their everyday lives.
- 3-4 million Americans have limited proficiency in English.

The Supply:

Major federal funding sourcesprovide services for
3 million people who enroll in basic skills programs per year:

- The U.S. Department of Education – $162 million (Adult Education Act)
- The U.S. Department of Labor (Job Training and Partnership Act - JTPA)
- U.S. Health and Human Services / JOBS (Welfare)

A Profile of Adult Learners Enrolled in These Programs (1988 U.S. DOE Statistics)

By Sex:		By Race/Ethic Background:	
Male	*46%*	White	*39%*
Female	*54%*	Hispanic	*32%*
		African American	*17%*
		Asian	*11%*
		Native American	*1%*

In 1988, 65 percent (2 million people) were Level I (basic skills/ESL) participants, and 35 percent (1 million people) were Level II (adult secondary) participants upon entering the adult education programs.

(Statistics from Jump Start: The Federal Role in Adult Literacy, Chisman, 1989 and Vital Statistics: Who is Served by the Adult Education Program, 1990, U.S. DOE).

Instructions for Small Group Work

Facilitator: cut into strips, give one strip to each group for problem-posing small group activity. Attach the materials (pictures, story) to the appropriate instructions. Choose one person in the Problem Posing with Pictures group (#1) and one person in the AIM Approach group (#3) to play the role of the "teacher". Give the instructions and materials only to that teacher. The instructions for the Group Drawing activity (#2) can be given to the group as a whole.

✂ - - -

GROUP B: Group Drawing:

As a group, discuss for 5 minutes your individual responses to the following question:

"What is the major concern you have about your work (teaching, counseling, etc.)?"

After you have each had a chance to discuss your concerns, take a piece of newsprint and decide how you, as a group, can draw or otherwise represent your concerns. You can each individually draw something on the sheet, or as a group you can come up with one image which represents the common theme in all of your individual concerns. You may also use real objects (a watch, a pen, etc.) to represent the concept, but you may not use words. You have approximately 10 minutes to depict your concepts and concerns on paper or in objects. You will then share it with the larger group and explain how it represents your concerns.

✂ - - -

GROUP D: Role Play

The scenario is this: you all work at an adult education program. You are at a staff meeting where you are discussing some of the concerns you have about your work. The issue at hand is "multi-level classrooms".

When the whole group reconvenes, your small group will present a very brief role play (no more than 5 min.). The role play will represent a few minutes of the staff meeting where you are all discussing "multi-level classrooms".

Choose the roles you would like to have during this role play: one (or more) is a teacher, one is the program director, one is a counselor, one is a volunteer tutor who used to be a student in the program. If there are more than 4 people in your group, choose another role from within the adult learning program that represents someone who would be concerned about this issue.

Each person's task during the role play is to present an accurate portrayal of the concerns that person would have about the issue. For example, a teacher may be concerned about how to teach learners at all different levels so that all learners receive high-quality, appropriate instruction; an administrator may be concerned that as many people as possible are served, even if it means putting different levels together; a counselor may be concerned about the kind of assessment, intake, and assignment to classes that needs to be conducted; a volunteer/student may be concerned about students dropping out becasue the instruction is too hard or easy for them, etc.

In your small group, discuss the problem of "multi-level classrooms" with an eye to presenting it during the role play. What are some of the concerns about "multi-level classrooms"? You may even want to walk through the role play in order to give yourselves a chance to practice.

When you actually do the role play, be aware that the facilitator will stop you after 5 minutes.

AIM Story

Marcia tried to be inconspicuous as she slipped into the classroom with Amy in tow. "Please be quiet and concentrate on your coloring," she prayed, as she set up Amy on the floor with a coloring book and crayons.

"I can't believe she brought her kid along," thought Bill, as he looked up from helping Jorge spell 'alimony.' "Hi Marcia, nice to see you, we're in the middle of writing our dialogue journals. Today's topic is families. You have about three more minutes to put some ideas on paper before we exchange with partners."

Marcia took a deep breath. "Three minutes, what can I say?" Her mind was flooded with the frustration of trying to talk to husband into taking care of Amy so she could come to class. He had refused again tonight. Her sister who was usually willing to help out was sick and she just didn't feel up to begging yet another favor from her neighbor. "What shall I write about?"

"Take one more minute to finish your sentence," Bill announced to the class. "Don't worry about saying everything; you can write more after your partner responds."

"The topic is family...let's see..." Marcia thought. Then quickly she wrote: "I brought my daughter tonight because I can't find a sitter. I hope she'll be quiet."

"Time's up." said Bill, "Exchange with your partner. Marcia, you work with Min Hwa."

Marcia started to read Min Hwa's story about her son's fight at school, but Amy tugged on her arm, "I need to go to the bathroom."

Marcia sighed and got up to take Amy out. Bill met her at the door and quietly told her, "Marcia, it's ok for you to have your daughter here tonight. I'm sure you probably couldn't get a sitter...but we can't have kids all the time...you know..."

"I know," said Marcia, "Maybe next time..."

Written by Cristine Smith and Joan Dixon

photo credit: Jon Crispin © 1992. All rights reserved.

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Examples of Problem-Posing Activities: *Problem Posing with Pictures*

This is a technique which uses a picture as theme for learners to uncover and articulate problems they may face in life or learning. Any picture can be used. Choose one for your class based on the information you discovered during the investigative activities you have done previously.

Pass around the picture for all to see (or have copies for each learner). Initiate a discussion among the learners based on the following types of questions. Ask these types of questions in the order listed.

1. **Describing the picture:**
   What do you see? What's happening in this picture?

2. **Defining the problem:**
   What's the matter? Why is this happening?

3. **Personalizing the problem:**
   Has this ever happened to you or someone you know? How did you (would you) feel?

4. **Thinking about the problem in a broader context:**
   What are some of the reasons or causes for this problem?
   Why do people have this type of problem?

5. **Discussing possible solutions:**
   What can be done about this? Is there a solution? What is it?

Group Drawing

This is an activity which helps learners to think about particular problems they may face. It works best when learners are in small groups of no more than 4-5. Pose a question for the group about an issue of concern to them. Base the question on information you discovered during the investigative activities you have done previously. For example, "What's the most difficult thing about being a parent?" or "What's the greatest obstacle you face in learning?"

Tell the group that you want them to discuss their answers to the question first among themselves for about 5-10 minutes. Then, you want them together, as a group, to represent their discussion (the main concept) or depict their problem by drawing on a sheet of newsprint. They may use real objects or drawings to convey their feelings about this issue, but they may not use words. Allow about 10 minutes for them to decide how to depict their feelings or concept on paper.

Bring whole group together and have each group share their newsprint. Encourage discussion.

AIM Approach

This is a technique for helping learners to discuss a specific problem. Choose an issue which is important for the learners in your class or program, based on the information you discovered during the investigative activities you have done previously. Find a picture which represents the problem or which evokes a similar feeling. After showing the picture to the learners, ask them the following questions to encourage discussion of the picture:

How do you feel when looking at this picture? What's going on?
Have you ever been in (or been around) a situation like this?

Find or write a short (one page) story that is relevant to the problem or topic that is important to the learners. Make sure the story is at or near the level of reading ability the learners possess. The story should have characters and dialogue, and should be open-ended (i.e., no solution for the problem is proposed). Pass the story around to each participant and ask them to read it silently, or ask someone to read it aloud.

After everyone has read it, ask someone to paraphrase the story. Ask questions to initiate discussion, such as:

What are the people in the story doing? What is the problem in the story?
Why are the people in the story involved in this situation?
What should the people in the story do? What would you do?
How can this problem be solved? How do you feel about this problem?

The object of the AIM approach is to help learners articulate and then propose solutions for problems which affect their lives, as well as to give practice in reading and problem-solving.

Role Play

This is a participatory technique for helping learners to discuss problems most relevant to them. In a role play, learners get a chance to think more deeply about all the various sides of a problem and hopefully to recognize some actions or further learning that could be undertaken to deal with it.

Ask a small group of learners to do the role play; 3-5 is probably a good sized group. Present them with a scenario that focuses on a problem which you know concerns the learners: child care, housing, work-related issues, learning center-related issues, etc. Ask them to present a role play to a larger group wherein each learner plays the role of a different person with some concerns about the problem. Make sure that you provide enough information about the problem for the learners to feel comfortable playing the various roles. You may want to write out a few sentences on a scrap of paper about the various roles to give each person a place to start.

Ask the learners to practice in their small group together before presenting the role play to the larger group. This will give them a chance to play the role beforehand. If necessary, sit in with them during their discussion and "walk-through" to see if they need some help in identifying arguments which a particular person might make.

After the role play, discuss with them their feelings about the problem now. This may lead to action on their part, or it may lead you to think about other reading and writing activities which could complement and build upon this discussion.

from: Themes + Tools for ESL - Ontario Ministry of Citizenship + Culture.

In order to do so, there are several stages o be followed; these processes will appear as ections in this handbook:

I. HOW TO CHOOSE THEMES
that represent problems of vital importance to participants in the class

II. HOW TO CREATE TOOLS
that help participants focus on selected problems or issues, that motivate them to relate those issues to their own experiences

III. HOW TO USE TOOLS
for conscientization:
to increase social awareness and action, using the tools to focus on themes which involve participants in reflecting and acting upon their problems

for language learning:
to develop the ability to cope with social situations in English and to articulate concerns as active community members

Themes and Tools for ESL: Ministry of Citizenship, Culture, Citizenship Development Branch; pp. 4-35.

I HOW TO CHOOSE THEMES

The first source of information in seeking out the major themes is in the class itself. Research on the community does not have to be carried out by the teacher alone, but can and should be a "participatory research" process involving students in examining their lives and naming the most important issues. It doesn't have to be a complicated or academic process either. It can be as simple a task as chatting with students during coffee break and finding out that they are concerned about the TTC fare hike. Thus, you have a theme that you know is of relevance to students, and it can be made into a lesson dealing with transit, inflation, taxes, etc., and working on English dialogues involving those issues.

The task force of ESL teachers doing some shared analysis of the Latin American community in Toronto generated a long list of possible resources or processes that could be used in identifying themes. There are surely many more. Here are some of the alternatives they noted:

- Listen well to what students talk about in class or coffee break, to questions that come directly or indirectly from students.
- Follow hunches and feelings about themes that might be important to students; check them out.
- Bring in family albums and review photos of families in homelands and here in Canada. Talk about the changes - what seem to be the major problems of the change? Make two columns of photos: here and there; get them to respond to each column in terms of happiness sadness, comfort, pride, etc.

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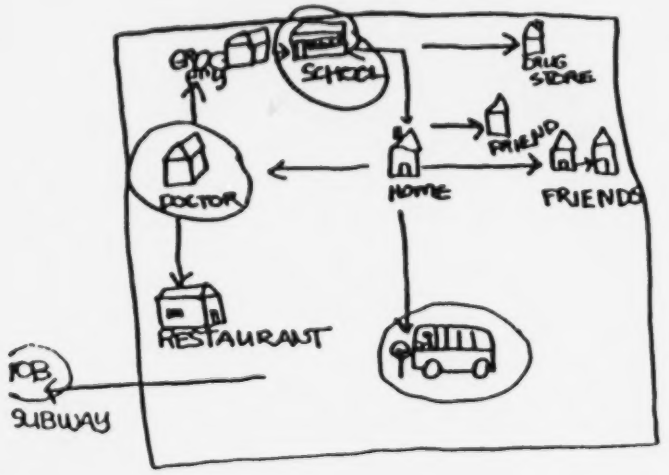
- Get students to draw a map of their neighborhood (particularly with basic basics, where little English is spoken), and put in all the places they might go during the week (including places outside of the neighborhood). Then ask them to circle the places where they use English. You might also ask them to draw a happy or sad face by each place, expressing how they feel about going there. Get students to put their maps on the wall, and look at each others'; what are the similarities and differences? For each person, find out why they feel happy or sad about visiting one place or another. Identify places visited most often, themes most talked about, areas that cause discomfort Develop dialogues or classes around these themes or places; visit the places circled; photograph them; use them later as tools.



- Examine stereotypes students have of Canada, and what stereotypes they think Canadians have of them. This can be done through drawings or selecting photos from magazines. Use the discrepancies between their views and the stereotypes as themes. Try some reverse role-playing, letting non-Canadians take the role of the Canadian and vice-versa.

- Get participants to draw the house they lived in as a child, including the inside and outside, furnishings, etc. Pair off participants and get them to take each other on an imaginary tour of their house, telling stories of things that happened there, reflecting cultural background, socio-economic level, etc.

- Get students to draw a typical day, with clock or times, and cartoon sketches of what they do at different times. Circle the contacts that are in English—this is another way to identify people and places that are important to them, and what pleasant or unpleasant feelings they have about them, signalling problems or issues.

- Find out what have been the most pleasant experiences, both in Canada and in their country of origin; places they like to go; people they like to talk with.

- Find out what have been the most unpleasant or most embarrassing situations students have faced as immigrants in Canada; these will be cues to problematic themes to be dealt with in future classes.

- Cross-Cultural Communications Centre has files on several ethnic communities, including a collection of audio-visual materials on immigration issues and ethnic groups (1991 Dufferin Street, Toronto).

- Literacy Working Group, of St. Christopher House (P.O. Box 43), Station E, Toronto) has already done some community analysis and identified major themes for ethnic communities: Work, Housing, Transportation, Education, Family Life and Leisure Time, Immigration, Consumption. They have developed goals and conscientization objectives in all of these areas and a series of trigger questions that help classes explore in depth these social issues. They want to work with ESL and literacy teachers to develop some more systematic curriculum materials.

- "Model for Analysis of Immigrant Communities" developed a few years ago out of the West End YMCA involves a 4-page list of dimensions of community life to explore with participants (available from Citizenship Branch).

- Orientation Resources, a publication of the Citizenship Branch, is filled with selected themes and sub-themes; also their regular newspaper publication Newcomer News is a good source of themes, and offers visual stories that can be used in classes.

- Audio-visual presentation "An Exploration of Latin American Culture and Values" has over 500 slides of different dimensions of culture, including ecology, economics, politics, technology, religion, and family. (Available for purchase from NGO Division, CIDA, Place du Centre, 200 Rue Principale, Hull, Quebec, K1A 0G4).

- Check in the ethnic community newspapers (students could help with translations) for issues or current events relevant to a particular immigrant group.

- Visit the community: schools, stores, restaurants, hospitals, factories, gatherings. Look, listen, participate; themes will emerge. You can also photograph these places and see what reactions they provoke in participants.

- Get to know various community groups with social and service functions directed at the ethnic groups represented in your class; visit them and bring their materials to class; thus at the same time as identifying themes, you can also help identify services available to immigrants.

IMMIGRANT WOMEN'S CENTRE

24 Major St. Toronto
Phone 924 7161

- Check the libraries, public or otherwise; they are gathering more and more culturally-sensitive materials.

Themes and Tasks for ESL, Ministry of Citizenship, Culture, Citizenship Development Branch; pp. 4-35.

- Photo card sorts- develop a series of cards with photos on each one reflecting different aspects of the life of the immigrant, for example:
  - Personal history: photo of homeland, of plane, of emigration
  - Community issues: unemployment, transport, crime, health, etc.
  - Occupations: photos of all kinds of workers at their work places
  - Relationships: photos of different relationships important to the immigrant: husband-wife, parent-child, clerk-customer, doctor-patient, teacher-student, manager-worker, etc.
  - Customs: photos of cultural activities that may reflect importance of maintaining ethnic traditions
  - Daily activities: reflecting typical everyday encounters, problems, activities of the immigrant.

  Use these photo cards to interview all participants (or let them interview each other), selecting the ones that are relevant to them to build stories around, to sort into piles of like and dislike, etc.

- Divide class into pairs or small groups (possibly allowing them to speak for a bit in their native languages) and ask them to discuss what are the major problems of immigrants in the city today; get major themes translated into English, make a composite class list, and go from there.

- Historical and class analysis of immigration: ask when and why students came; the motivations for coming may be the biggest cues for particular problems they experience here now, or for how they see Canada.

- Attend special cultural events, like a folklore festival (as in the photo above). You could even go as a class- observe what interests people the most; what in the conversations, crafts, or song lyrics give you cues to potential themes.

- Use music or art forms to focus on themes - get students to bring them in or bring some in yourself; build on the themes in the songs, picture, crafts, etc.

- Take field trips to typical Canadian places, to ethnic communities, to work places, etc.; see what issues emerge from these visits; follow up in class.

- You can always invite in people: Canadian friends, employers, union leaders, medical personnel, teachers, etc. - questions raised in their presence may identify other issues key to participants.

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Themes and Tools for ESL: Ministry of Citizenship, Culture, Citizenship Development Branch, pp. 4-35.
SABES: Orientation for New Staff

- "How to Map a People" - a four-page list of elements of culture that can be a tool for analyzing the themes of most interest to participants; one ESL teacher explored the topic "gestures" with her multicultural class, developing a scenario around misunderstandings arising from nonverbal differences between cultures; the list "How to Map a People" and the resulting photo-story are available from the Citizenship Branch.

- Another teacher got her students to generate their own list of characteristics of a culture; "How would <u>you</u> map a people?" she asked; no list is sacred, and the most effective are those that have come from the participants in your class.

The list of ways to choose themes is endless; you surely have many other ideas. Let us know which of these are effective for you and what other methods you've created. Onward...!

II. HOW TO CREATE TOOLS

Once you have selected a theme or several themes that are of vital importance and relevance to your students, how do you build these ideas into an ESL lesson?

When we use only verbal motivators to teach language, like a text for example, we keep the focus on what is unknown or uncomfortable to the new speaker of English. A nonverbal tool - like a photograph, a song, or an object - can engage the interest of the student and motivate him or her to talk about a particular theme or issue, taking the focus away from the language issue. If the students are involved in making the tools as well (like the class below working collectively on a simple silk screen), then there will be even more interest or investment; conversation is freed up and flows more naturally.

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Themes and Tools for ESL. Ministry of Citizenship, Culture, Citizenship Development Branch: pp. 4-35.

Many Forms

A thematic tool need not be complicated or expensive. It can be as simple as a cartoon in the morning paper on landlord-tenant relations (as one ESL teacher used) and as close at hand as a cooking utensil hanging in your kitchen (used by another teacher).

Consider these alternative forms:

1) PHOTOGRAPHS or SLIDES

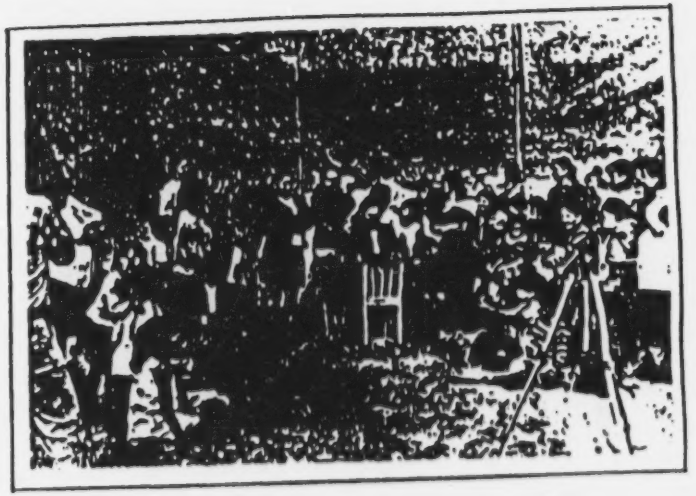
Originals or from magazines; for example, photos of different housing conditions in the area could provoke a discussion of housing, rent, immigration, economic issues, or community improvement, and could lead into practical language lessons around renting or buying homes, etc.

2) DRAWINGS or CARTOONS

You can involve class participants in making them; for example, drawing the neighborhood where they live, focusing on businesses, services, cultural composition, places where English is used, or problem areas, etc.; cartoons and comics can be drawn from magazines or newspapers.

3) FILM or VIDEOTAPE

You can use already-existing films or slide/tape shows on relevant issues, Canadian or community-related; e.g., the slide show "For What Did I Come to this Country?" available from the Cross-Cultural Communications Center, or "Maria," about an immigrant working woman, available from NFB. You can make live videotapes of specific situations: a visit to a doctor, a community gathering, an ESL class, to be used to focus on social themes and/or specific language learning.



4) SOCIO-DRAMA or ROLE PLAYS

Present a particular situation and ask people to respond as they would naturally in that situation; for example, the women above are Peruvian urban migrants in a literacy class, acting out their experiences with bus drivers in the city. In role plays, the teacher assigns particular roles and can assign particular attitudes to student actors facing a problematic situation, e.g. one Toronto ESL teacher set up a mock citizenship hearing, where prospective citizens had a chance to take the role of the judge as well as to practise their own responses to his/her questions.

5) NEWSPAPERS, RADIO REPORTS, COMMERCIALS, POSTERS

For example, use an article on the immigration bill, posters advertising an important or controversial event, a commercial that reflects a purely Canadian value, etc.

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Themes and Tools for ESL. Ministry of Citizenship, Culture, Citizenship Development Branch, pp. 4-35.
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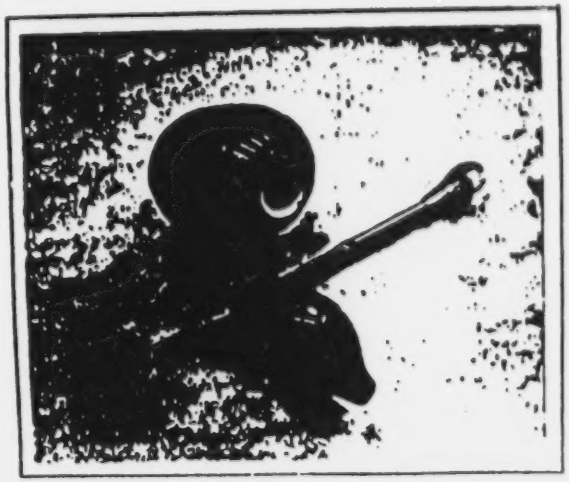

6) MUSIC, SONG, FOLKLORE

For example, use national folklore songs to provoke students to tell stories about their history and culture; use songs in English for language learning or controversial Canadian issues. Proverbs are used in African literacy classes because they are a popular art form through which people express feelings and make acute social observations.

7) ARTS, CRAFTS, OBJECTS

These can be brought in or made by participants if symbolic of social or cultural themes.

One ESL teacher brought in kitchen utensils (like those in the photo to the left) and got participants to bring in utensils which were unique to their own culture's cuisine. This served not only to motivate them to talk about their own customs and affirm their own culture, but allowed the possibility of exchange and introduction to Canadian customs.

By encouraging students to bring in their own cultural objects, the teacher and other students are also learning about different ways of life. The maté, in the bottom photo to the left, a gourd which Argentinian,Uruguayan, and Chilean people fill with an herbal tea and sip through a metal straw, is more than just a container; it represents a tradition rich with rituals- its preparation has special stages, it is offered by one friend to another, it has deeper social meanings, etc. (like the Japanese tea ceremony).

8) OTHER KINDS OF TOOLS YOU CAN ADD...?

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Some criteria...

The thematic tool as discussed here should be distinguished from a "teaching aid", in the traditional sense of its use. Teaching aids are usually used by teachers only to illustrate a pre-determined point that they want to get across.

We are more concerned here with tools which generate involvement of the students, which allow them to share their own experiences associated with the tool, which provoke critical discussion and natural conversation in the class. There will not be just one meaning for a tool; it will likely evoke different kinds of interests in different students. These differences, rather than confusing a class, can enrich a lesson and make it more real to the participants.

A simple set of criteria might be checked as you're creating tools; just remember the word "FIGS":

F - for familiar: the tool and the theme(s) behind it should be recognizable and familiar to the participants, should relate to their everyday life.

A teacher using the photos to the right to provoke discussion about housing and furniture with a Greek working class immigrant found that the woman could not relate to the settings or the furnishings; they did not at all resemble her own home and thus served to alienate her further from her new Canadian environment.

What kinds of tools do you think would be more appropriate?

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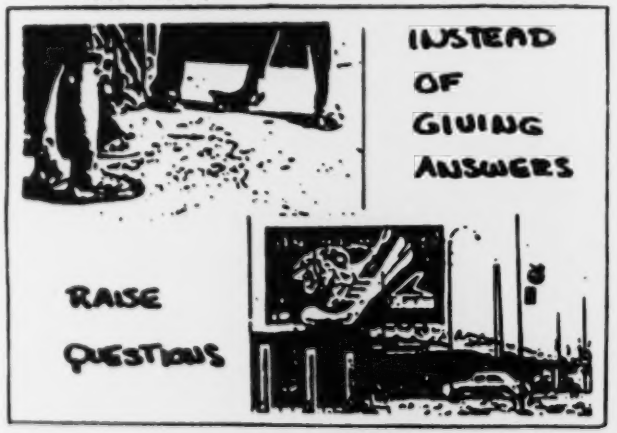
Themes and Tools for ESL. Ministry of Citizenship, Culture, Citizenship Development Branch; pp. 4-35.
SABES: Orientation for New Staff

I - for involves the student personally and emotionally in the issue and discussion. Photographs of people expressing some real human sentiment are more evocative than certain life-less textbook figures or graphics of uninhabited places, for example; also students can be involved in creating the tools.

G - for generates questions; this is contrary to the typical teaching aid, once certain, which is used mainly to give answers. One technique of provoking such question-raising is that of juxtaposing images which point to contradictions in our social situation. The two shown right next to the barefoot below provoke: [illegible] discussion.



S - for making the social setting clear, i.e. if using drawings or photos of a human situation, presenting the issue in a context, and not isolated, in a vacuum.

For example, the pile of garbage in the top photo indicates a problem, but doesn't locate it in a context; the bottom photo place the garbage in a setting, on a highway, where viewers can also identify other familiar objective cues, for example, people

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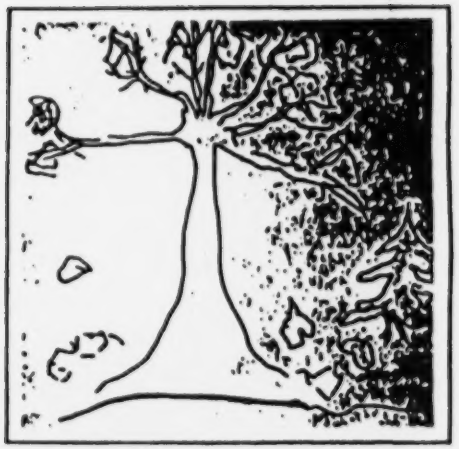
Involving participants in creating tools

We've mentioned the possibility of creating thematic tools as a class activity. In fact, such an activity might serve at the same time as a way of identifying themes important to students.

In one experience with ESL teachers, we spent an evening doing drawings that could be used in classes. Minimal materials are required- some paper and a pen and everyone can join in. This was the procedure we followed:

> Each teacher selected from a list of settings one place that might be important to the ESL student in terms of language-learning and orientation.
>
> The first time around, each teacher drew a sketch of that setting, and a possible interaction within it, but with the restriction of drawing with the left hand (or for left handers, with the right). The technique of drawing first with the left hand put us all at an equal disadvantage and gave us an analogous sense of what it must be like to function in a second language which is not our usual one. Delightfully, too, it loosened us up to freely play with our drawings and not be hampered by expectations of "great works of art."
>
> Everyone's drawing was taped to the wall so we could circulate and view them all. Feedback or new ideas from others were then incorporated into a second drawing which was done with the right, or usual writing hand.



As is evident in these two attempts, the more awkward left-handed drawings (like the one above) were often the more creative...:

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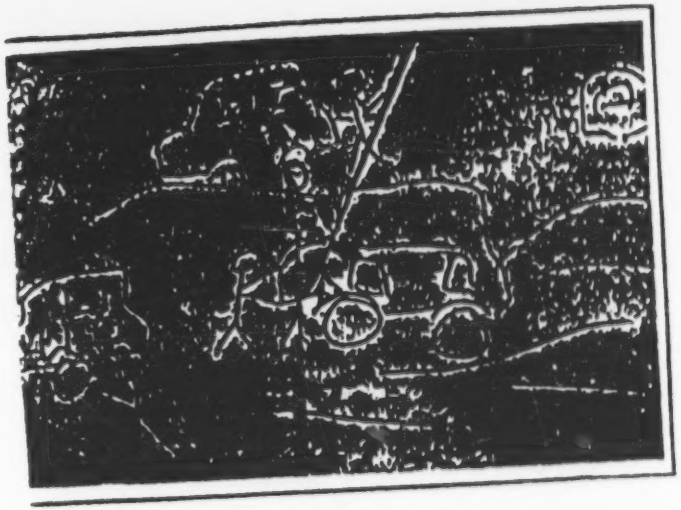
Themes and Tools for ESL: Ministry of Citizenship, Culture, Citizenship Development Branch; pp. 4-35.



The content of the drawings varied, according to the interests and experiences of the teachers. Some were related to fresh memories, like a recent blizzard (as in the top drawing to the left). Others offered an opportunity for participants in an ESL class to compare working experiences and economic situations in their country of origin with Canada (as in the drawing to the left on the bottom).

Other themes depicted included:

- a patient entering the emergency ward of a hospital
- an extended family at home in their apartment
- a multi-purpose gas station
- someone making an accident report by public telephone
- a passenger buying tickets and boarding a plane

Teachers involved in the experience were surprised at how fun and easy it was; they drew ideas for themes from each others' work.

And they quickly made the connections between their own experience of making tools together and the possibility of trying something similar with their students. These comments affirm those connections:

> "As I'm having trouble teaching language to my class of beginners, drawing might relieve the tension."

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"It gives students a chance to express things by drawing that they can't express verbally."

"They will draw what is most interesting to them in their own lives."

"Drawings facilitate participation by students and lead to talking; if they draw, they will want to tell why."

"I would find out more information about my students, different topics will come up from their pictures, they will develop themes."

"They will cooperate with each other, learn more about each other."

"I have realized how much language you can get out of a simple drawing."

"An idea for a game: let students choose a theme - one draws one thing, passes the paper along to the next person who adds something to the drawing, etc. Look at the finished paper, and talk about it."

What new connections can you make with your class? Try it...

Themes and Tools for ESL: Ministry of Citizenship, Culture, Citizenship Development Branch; pp. 4-35.

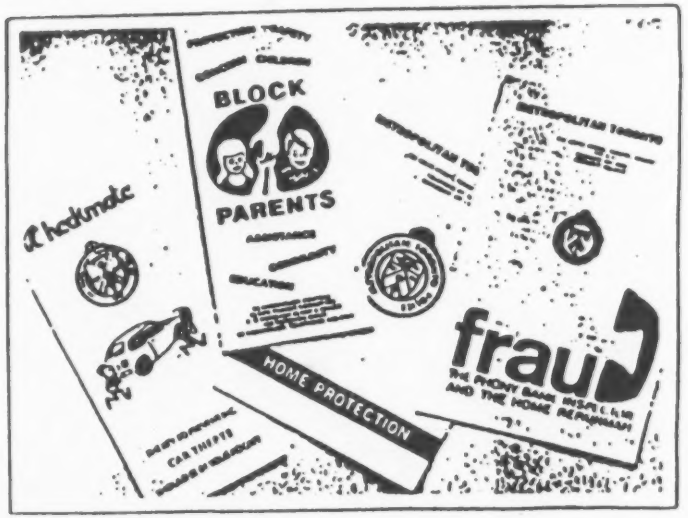
SABES: Orientation for New Staff

Some further examples

Some tools don't need to be created - they are just waiting to be discovered! One resourceful ESL teacher sought out materials available in major Canadian institutions that caused particular adaptation problems for new immigrants.

She learned that the relationship with the police, for example, was a somewhat problematic one, as their role varies from country to country.

The materials below introduced students to the multiple services of the Metropolitan Toronto Police, and provoked discussion around very specific fears and misunderstandings students had.



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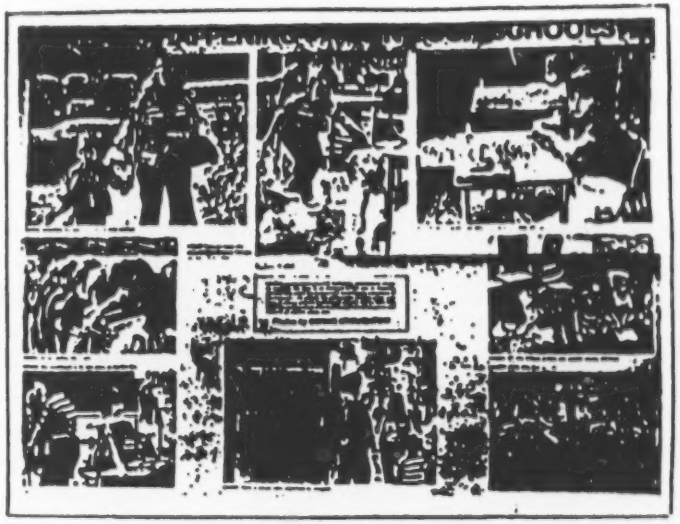
The same teacher found that banks also operated under different rules here than in many countries of origin. Most banks offer material explaining their procedures which are available to classes (as are tours of the banking facilities). But as well as presenting information, they can be reviewed critically; the diagram below, for example, of the "average spending pattern of Canadian families" may not be relevant or appropriate for many immigrants whose life-style has its own values and norms.



A theme of major interest among parents in ESL classes is the schooling of their children. One teacher found a page of photos in the newspaper illustrating the first day of the school year in public schools. This visual starting point provoked a discussion on those areas that caused problems, and certain activities followed:

- Telephone conversations: to explain an absence, to arrange an interview, offering to volunteer
- Writing a note to request an interview and giving the reasons for the request
- Role-playing an interview
- Studying a report card for comprehension
- Discussing curriculum night, open house
- Comparing Canadian schooling with that of the country of origin
- Arranging a visit to a local school

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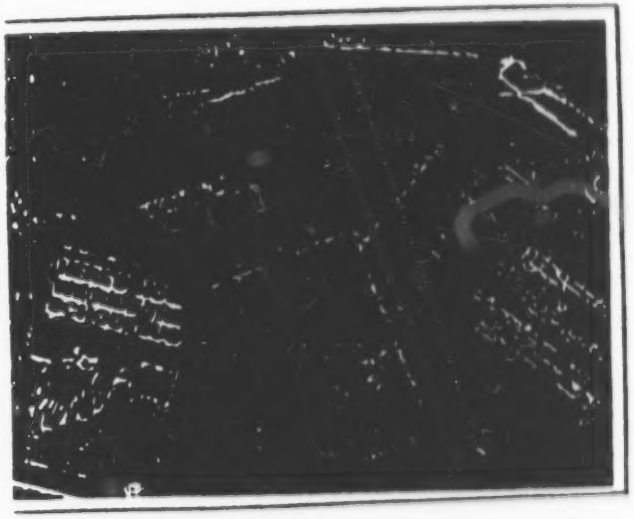
Back-up materials were used either to illustrate the points students raised, or to suggest areas of concern they may have omitted. They included:

- report cards and envelopes
- absence and interview notes
- official school notices: P.D. days, holidays, school trips
- Health examinations
- Safety regulations
- volunteer requests
- trustee's newsletter

These supplementary tools (pictured below) were concrete materials that parents had to deal with and needed practice in handling.



A bilingual teacher working with Latin Americans developed several kinds of tools to explore various aspects of a theme of major concern to her students - the Latin American family living in North America.

One tool was a collage of magazine photos showing various Christmas traditions, generating discussion around the extended family at holidays, family economics, religion, etc.

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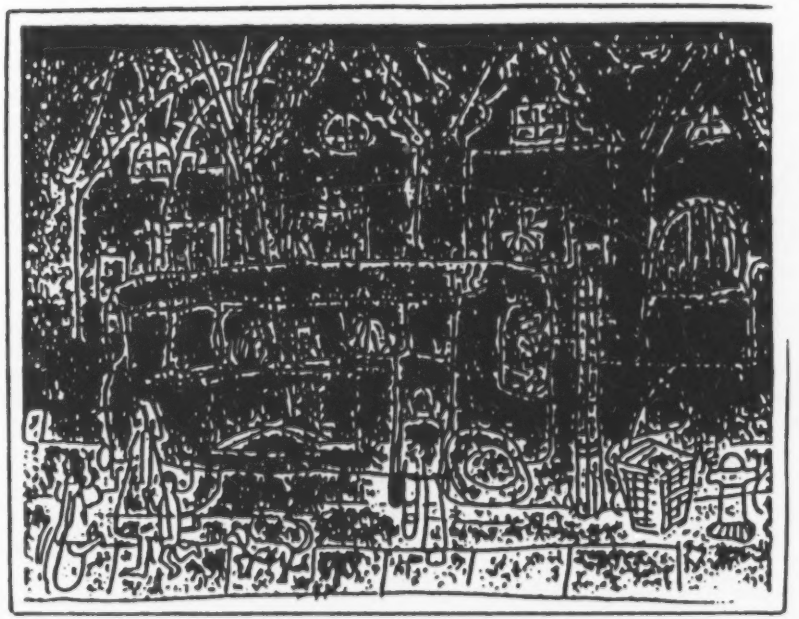
Another tool was a series of socio-dramas (husband-wife, brother-sister, father-daughter), which involved participants in acting out relationships of importance to them and brought to light tensions within the family.

A drawing of relatives in the home country bidding farewell to the family emigrating to Canada provoked emotional responses about the decision to immigrate, the relationship with the country of origin, alienation in a new culture, family expectations of Canada, etc.



A street scene drawing had many elements that participants could associate with, depending on their interests:

- male and female roles
- public transportation
- advertisements
- parking regulations
- downtown neighborhoods

The more general family theme arose originally out of a discussion with students and proved to generate many other related topics: cultural and class differences, nuclear vs. extended family, status and roles of family members, economics, etc.

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III. How TO USE TOOLS

Once you have a tool that appears relevant and provocative, it is of little value unless it is used in a way that generates genuine participation, leading to some shared analysis and action. The critical issue is the use. Once again, this implies a different role for the teacher than the one commonly associated with teaching aids, in which the teacher is seen as all-knowledgeable and the students as ignorant, in which material is imposed solely by the teacher and digested passively by the students. Rather, we're looking at the kind of relationship in which the teacher respects the experiences and knowledge of the adult learners and encourages their contributions and their involvement in selecting themes and tools. (A videotape series showing a very basic ESL class and an intermediate class both role-played twice using these two contrasting models of teaching is available through the Resource Centre of the Ministry of Culture and Recreation).

This requires another kind of skill - rather than the traditional ability to give answers, it requires the ability to ask questions. Teachers become learners, too, as well as facilitators of the fuller participation of learners in a process of learning which when shared serves to increase our social awareness and action.

Again, we stress the limitations of this handbook. It focuses on the non-language dimensions of the ESL experience. Other materials deal with language structural issues specifically. The stress here is on using tools as starting points for discussions, allowing an opportunity for practice of natural conversational skills. And out of these thematic discussions, linguistic problems are to be noted and language lessons structured around those problems.

To generate conversation that is relevant and meaningful, then, the ESL teacher might try to involve participants in responding to the thematic tool, roughly following these stages (the questions are sample questions, but are not meant to be formulae; it is better that the conversation flow naturally):

1) DESCRIPTION:
   What do you see? Describe it.
   What do you think is happening?

2) PERSONAL ASSOCIATION:
   Have you ever had an experience like that?
   Describe it to us.
   Does it remind you of something you've done?

3) SOCIAL RELATIONSHIP:
   How is your experience similar to others?
   How is it different?
   Is this a problem that other people have?

4) ANALYSIS:
   Why does this problem exist?
   What happens because of it?
   How does it relate to other problems?

5) ACTION:
   What resources in the class or in the community could be helpful?
   What else could be done about the problem?

Of course, in teaching a very basic group, the questions, too, would be more basic, and the responses would also be limited.

Let's examine how one ESL teacher applied selected themes and tools to conversations with his students about their work experiences; he has his own style of question-asking, as will each teacher.

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Themes and Tools for ESL: Ministry of Citizenship, Culture, Citizenship Development Branch; pp. 4-35.
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Directed Reading Activity

Purpose:
This is an activity that helps learners develop comprehension strategies for reading. The basic strategy of directed reading can be used with any text and any learner; this example is designed for advanced learners at the GED level. It can be done with individual learners or with small groups of learners.

Step 1: Fold the page of the reading so that only the title shows. Hand out the paragraph to all the participants. Tell all participants that they are playing the role of "learners."

Step 2: Ask the "learners" to read the title and predict what it will be about.

Step 3: Write the predictions down before reading.

Step 4: Discuss the topic to find out what the learners already know. (For example: The learners may know that the capital of South Africa is Pretoria, that apartheid exists, that the U.S. does not sell weapons to South Africa, etc.)

Step 5: Make a list of words which the learners bring up in the discussion. The list can help the learners predict difficult words while reading.

Step 6: Before having the learners read the text, discuss some strategies they should use while reading. Encourage learners to:

✓ Read for meaning, and not to focus on individual words, by thinking about:

- "Is the paragraph what I expected it to be? Different?"
- "Does the sentence I just read make sense?"
- "Does it sound right?" (Grammatically correct?)

✓ Skip unknown words and go on to the end of the sentence. If the sentence makes sense, continue; if it doesn't make sense think about whether the context (the story, the paragraph) makes it clear.

✓ Imagine or guess what the unknown word might be and continue. If the sentence makes sense with that guess, continue to read the whole paragraph.

✓ Use all cues (sound, sight and context) to figure out the word when going back to an unknown word. If it's still unknown, ask the teacher to tell you the word quickly. Don't get bogged down with one word long enough to lose the sentence's meaning.

Step 7: Have the learners read the paragraph, silently.

Step 8: Ask the learners what they understood about the paragraph.

✓ Ask specifically if the predictions made before reading were correct.

✓ Discuss the topic; did the learner learn anything new?

✓ If there are additional questions, discuss where they might find more answers. (This could lead to a follow-up activity where either the learners, the teacher, or both together could do more research about the topic, finding other readings suitable for use in the tutoring session.)

Step 9: Have the learners write new words into a "word bank" with a sentence for future reference.

(Actvity and text taken from Commonwealth Literacy Campaign's Adult Basic Education Curriculum Guide for Training Volunteer Tutors, 1989, pp. 97-99.

Apartheid

Apartheid means separateness and refers to the South African government policy of total segregation of the races and its refusal to grant political power to the black majority.

Blacks in South Africa are denied political rights. They lack the guarantees to a fair trial and to protection that whites have against arbitrary arrest, searches, and police brutality. Blacks must carry identification papers, called passbooks, which contain information such as their tribal heritage, residence, and where they may travel. Any black African who does not carry a passbook faces arrest. Restrooms, restaurants, public transportation, and housing are - with some exception - segregated by law. Even criminals are kept in separate prisons based on race.

The government has made some reforms. For example, local communities can decide whether to integrate a beach or a public restroom; racially mixed couples can marry; and an "international" hotel or restaurant can serve blacks. Critics argue that the government still gives whites the power to veto integration in their community and the right to object to a racially mixed couple living in their neighborhood.

(Adapted from Close Up Foundation, Current Issues: Critical Issues Confronting the Nation and the World, 1985, p.225)

Map Gap Activity

Purpose:
This is an ESL activity (which could also be used with ABE students) that is designed to help students learn how to read maps, give directions and use directional terms. It can be adapted for many levels of learners and can use real maps or hand-made maps of the learners' community.

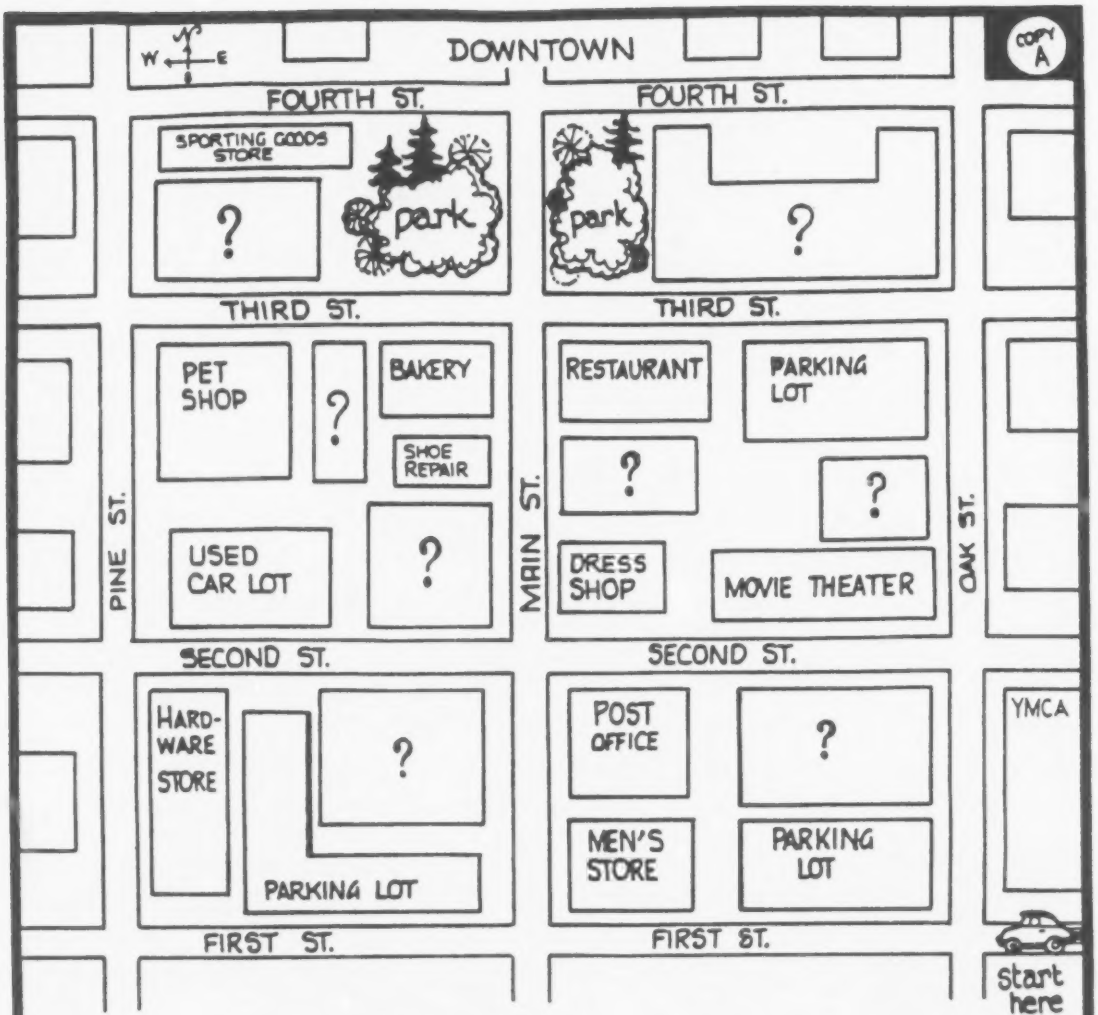
Step 1: Explain to the learners that this is a map-reading activity that will build on the vocabulary that the class has been working on for the last couple of days. Ask the learners to remind you of all the words they have learned that are commonly used in giving directions (e.g., "turn", "right", "straight"). Write the words down in big letters on a sheet of paper.

Step 2: Hold up one of the maps for everyone to see. Review some of the locations on the map. Walk through one example of giving directions to the hospital.

Step 3: Divide learners into pairs (you may have to be a member of a pair). Give Copy A of the map to one member of the pair, and Copy B of the other member. Explain the instructions.

Step 4: Give the learners 5 minutes to work together to fill out their maps. When they are done, ask them to compare maps to see that they both have all the information correct. Walk through another example, using one of the "?" boxes as a check for comprehension. Ask someone to look at the list of directional words written on the sheet and give directions orally to a place on the map using as many of the directional words as possible.

Step 5: If time, ask learners as a group to make a map together of the neighborhood around the learning center (or of another agreed-upon location) and then practice giving directions orally to each other. Another activity would be to write directions down on paper on how to get from one place to another on the neighborhood map.



INSTRUCTIONS

You and your partner have different maps. Do not look at your partner's map. Ask your partner how to get to the places listed below, starting each time from the lower right-hand corner, where it says, "Start here each time." Write the name in the right place. Then let your partner ask you.

The places you want to find are:

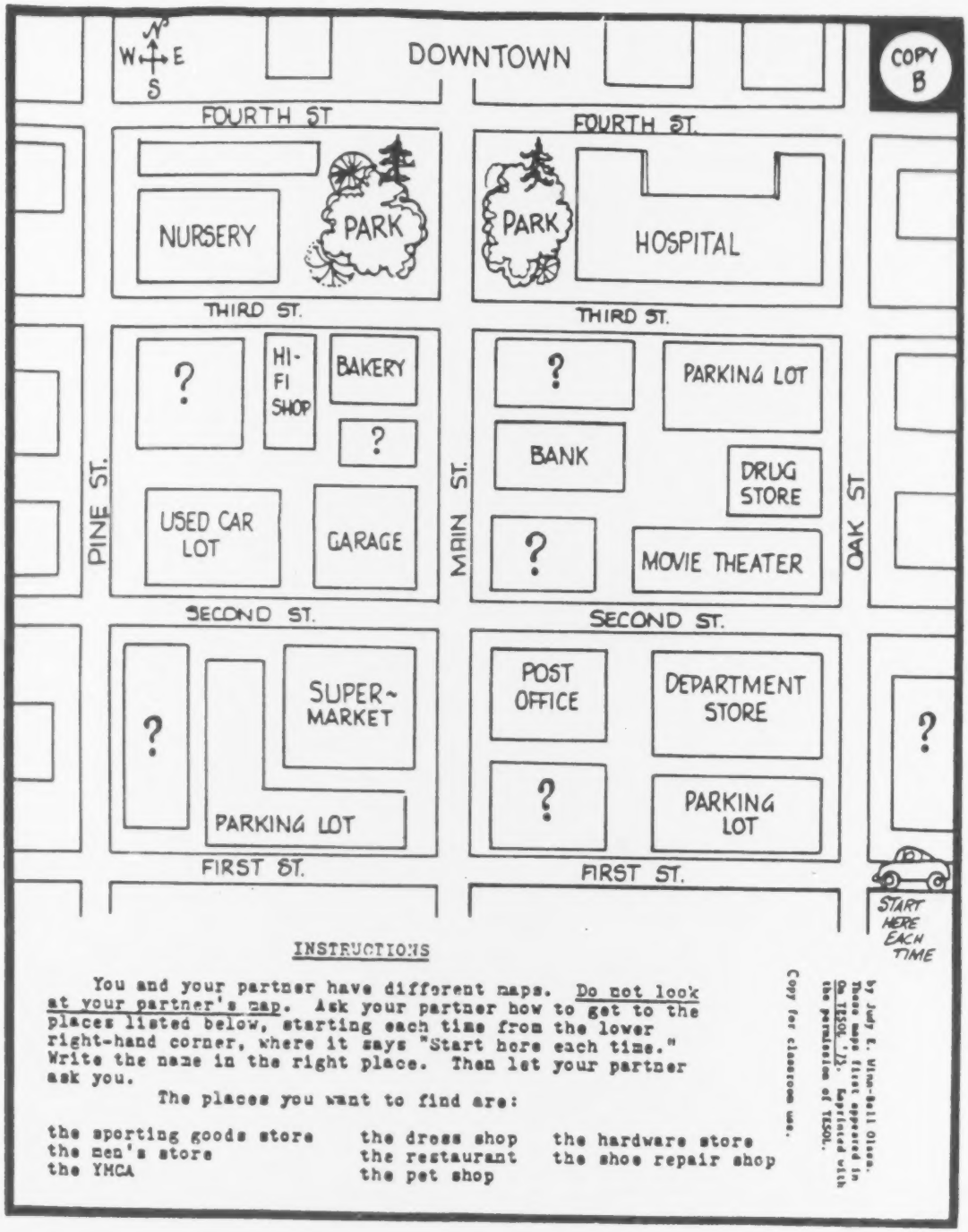
the hospital	the garage	the supermarket
the hi-fi shop	the department store	the nursery
the drugstore	the bank	

Copy for classroom use.

By Judy E. Winn-Bell Olsen. These maps first appeared in [illegible]. Reprinted with the permission of TESOL.

Winn-Bell Olsen, Judy. Communication Starters. Hayward, CA, Alemany Press, 1977. Reprinted with permission.

Sample: Information gap activity.



INSTRUCTIONS

You and your partner have different maps. Do not look at your partner's map. Ask your partner how to get to the places listed below, starting each time from the lower right-hand corner, where it says "Start here each time." Write the name in the right place. Then let your partner ask you.

The places you want to find are:

the sporting goods store	the dress shop	the hardware store
the men's store	the restaurant	the shoe repair shop
the YMCA	the pet shop	

Copy for classroom use.

by Judy E. Winn-Bell Olsen. These maps first appeared in On TESOL '77. Reprinted with the permission of TESOL.

Winn-Bell Olsen, Judy. Communication Starters. Hayward, CA, Alemany Press, 1977. Reprinted with permission.

Information Gap: *Twentieth Century Time Line*

Purpose:

This is an activity for advanced ESL students (particularly if studying for citizenship), or for GED learners studying for the GED test. The example used in this activity is related to events in the 20th century, but the activity could be adapted to any time period and any level of student.

Step 1: Explain that this is an activity which reviews some of the events in U.S. history that the class has been studying over the last week. Prepare the "learners" for the activity by giving each a copy of **Handout** 44A, the complete timeline. Guide learners in reading the timeline by asking "wh"-questions ("What happened in 1945?"). Ask personal questions related to the events: "Where were you when the astronauts walked on the moon? Were any members of your family involved in the Vietnam war? What important events do you remember that should be added?", etc.

Step 2: Divide learners into pairs (you may have to be a member of a pair). Ask them to put away or turn over **Handout 44A** Give **44B** to one member of a pair, and **44C** to the other member. Explain the instructions.

Step 3: Allow 5 minutes for pairs to fill out their respective sheets. Then ask pairs to compare their sheets with one another to check that each was filled in accurately. Have learners ask each other questions related to the timeline (either personal or factual).

Step 4: Discuss some of the follow-up activities which you can do with this activity:

1. Do a sequencing activity by writing each event on a strip of paper and arranging strips in correct order.

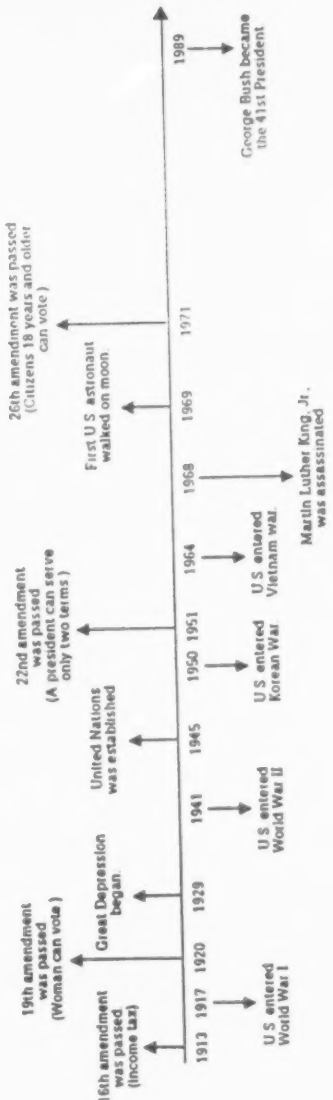
2. Think about the effect of the event. If this had not happened, how might it have changed the world in which we live?
Ask each pair to pick an event and write a scenario describing what would have happened without that event.

3. Why did this happen?
Research and discuss some of the events that led up to it.

4. Think about which of these events (or other important event within the same time period) has most affected you, the learner.
Write a paragraph describing how this event influences your life.

Handout
44A

Information Gap: Twentieth-Century Time Line



Bohlman and Porter. The Uncle Sam Activity Book, published by Scott, Foresman and Company. 1990.

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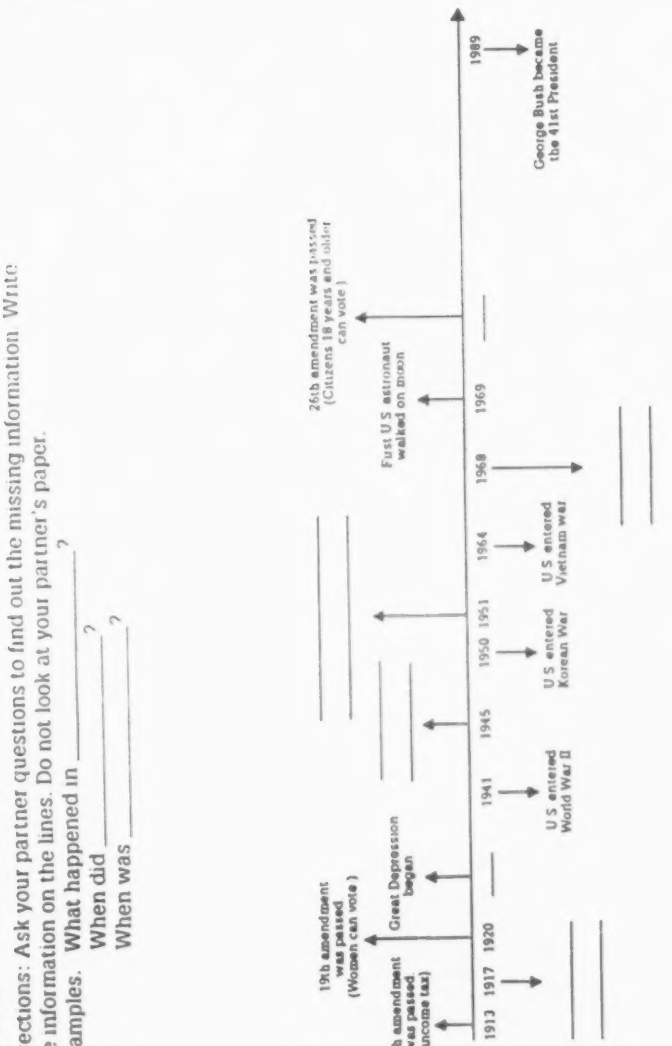
Handout

44B

Information Gap: Twentieth-Century Time Line (continued)
Partner One

Directions: Ask your partner questions to find out the missing information. Write the information on the lines. Do not look at your partner's paper.

Examples. What happened in _____?
When did _____?
When was _____?



104

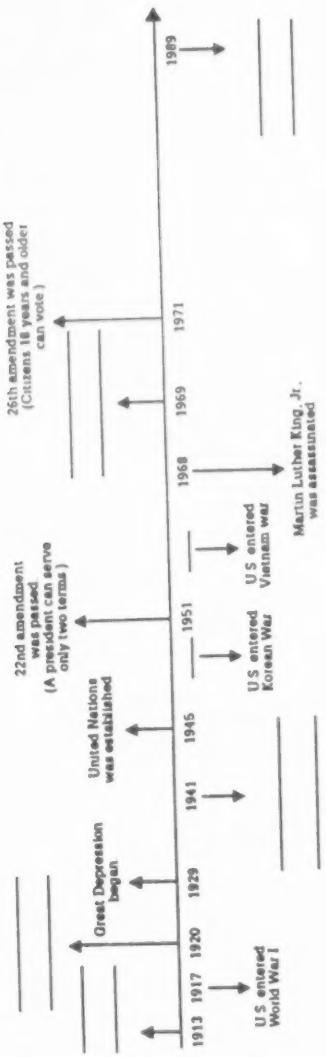
Handout

44C

Information Gap: Twentieth-Century Time Line (continued)
Partner Two

Directions: Ask your partner questions to find out the missing information. Write the information on the lines. Do not look at your partner's paper.

Examples. What happened in _____?
When did _____?
When was _____?



Bohlman and Porter. The Uncle Sam Activity Book, published by Scott, Foresman and Company. 1990.

How Long is A Name?: *Learning About Mean, Median, and Mode*

Purpose:

This activity is designed to help math students to understand concepts of averaging in a concrete way as an adjunct to learning the mathematical formulas for figuring averages. It can be used for any student level.

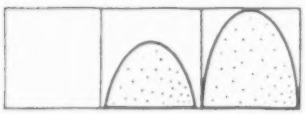
Step 1: Explain that this is an activity that helps us understand averages. Averages can be important when we want to know the "norm" of something. There are 3 kinds of averages: the "mean", which is the average of several numbers; the "median", which is the middle of several numbers; and the "mode", which is the most frequent of several numbers. You can figure out these averages by using a math equation, or you can figure it out by using real objects. This is what this activity will help you learn.

Step 2: Follow the directions on the attached page, asking the "learners" in your group to generate names of their own choosing. Demonstrate how to find the mean, median and mode using the instructions given.

Step 3: Discuss the questions under the "More Ideas" section. Explain that there is a mathematical way of figuring out the mean without having to move squares around. If time, introduce this formula (add up all the letters, divide by the number of names). Show them how this works out the same as arranging the numbers.

Step 4: If time, practice finding the mean of another number; for example, the average age of the members of your group. Get everyone's age (or whatever age they state!), add all the numbers together and divide by the number of people in the group. Discuss what other kinds of things in life are averaged, and in what situations averaging would be helpful to use.

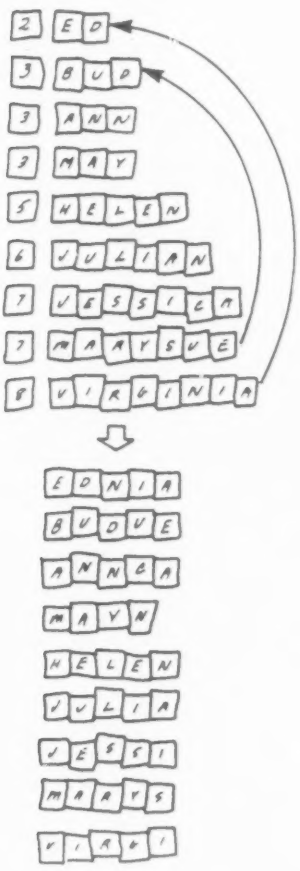
How Long Is a Name?



Grade Level

TOOLS

1" squares
Pencil
Paper
Glue



Why

To introduce the statistical concepts of mean, median, and mode, and to provide practice in making a bar graph

How

- ☐ Make a list of the names of your family and some relatives or friends.
- ☐ Write the letters of each name on the 1" squares, using one square for each letter.

- ☐ Write the number of letters in each name, and the person's initials, on another square.

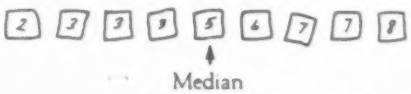
- ☐ Line up the names from longest to shortest, as shown in the picture.

Mean

- ☐ Find the average that is called a **mean** of the lengths of the names. To do this, move letters from the longer names to fill in the shorter ones, until all the rows have the same number of letters. (It doesn't matter where the letters go, as long as the rows have the same number of letters, or as close as possible.)
- ☐ The **mean** in our example is a little less than five, because all the names evened out to be five letters long, except one.

Median

- ☐ Now put out the squares with the numbers that tell how long each person's name is. Arrange them in numerical order:



Median

- ☐ Find the center number in the row. This is the **median**. In our example, "5" is in the middle, so **five** is the median for this example. If there are two numbers in the middle, add them together and divide by two to compute the median.

Stenmark, Thompson and Cossey. Family Math. 1986. Reprinted with permission. Available from Lawrence Hall of Science, University of California, Berkely, CA 94720. Attn: Family Math.

Mode

- Next, glue all of the numbers onto a bar graph like the one shown here. Look for the number which occurs most often. This is called the **mode**.

To summarize, our sample group has:

a **mean** name length of 4.8,

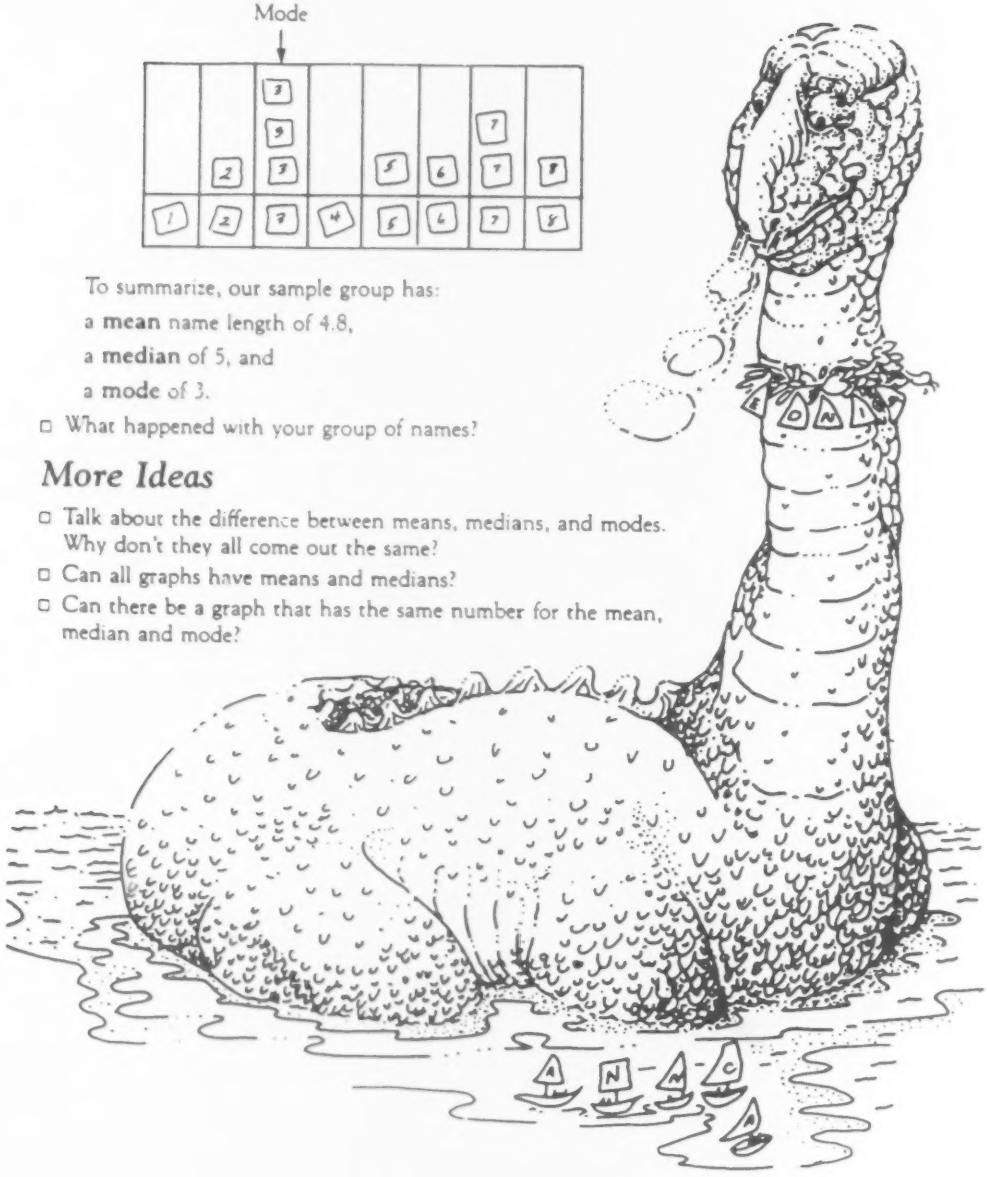
a **median** of 5, and

a **mode** of 3.

- What happened with your group of names?

More Ideas

- Talk about the difference between means, medians, and modes. Why don't they all come out the same?
- Can all graphs have means and medians?
- Can there be a graph that has the same number for the mean, median and mode?



Stenmark, Thompson and Cossey. Family Math. 1986. Reprinted with permission. Available from Lawrence Hall of Science, University of California, Berkely, CA 94720. Attn: Family Math.

Decisions, Decisions

Purpose:

This is a problem-solving activity which could be used either in an ABE or an ESL classroom. It is intended to generate discussion about topics related to life problems, and to encourage reading comprehension. This example focuses on a situation related to old age, but other scenarios could be used according to the concerns of any group of learners (i.e., rent control, children's schooling, dealing with community problems, etc.) This activity could be designed for learners at all levels.

Step 1: Explain that you are going to read together a story about two elderly people who face some problems. Before showing the story, get "learners" to brainstorm some of the problems that the aged face in this or any society (e.g., infirmity, poverty, loneliness, possibility of living in nursing homes, etc.)

Step 2: Give learners the **handout** with the reading on it. Give time to read silently. Then ask some of the following comprehension questions (or ask someone to paraphrase the story):

1. What health problems do Maria and Carlos have?
2. How long has Carlos been in the hospital?
3. What did Maria's doctor tell her?
4. Why doesn't Maria want to ask her sons for help?
5. What is the situation that Maria and Carlos face?

Step 3: Ask the learners to look at the solutions listed under the question "What should Maria and Carlos do?" Check to make sure that all learners understand the solutions. Ask them to suggest other solutions and write these in next to Solution 7 and Solution 8.

Step 4: Ask each learner to take a few moments and rank the solutions according to which, in the learner's opinion, is best. Instruct them to write the number of the solution in the box under "Personal" for their first, second, third choice, etc.

Step 5: Then, ask the learners as a group to come to consensus about what the group's first, second, and third choice solution for Maria and Carlos. To do this, they must defend their reasoning for ranking the solutions as they did. Have them write the number of the agreed upon solutions under the column entitled "Group Record".

Step 6: When they have finished, make the subject personally relevant again by asking some of the following questions:

1. What factors compel old people to change their lifestyle?
2. What institutional care is available for old people in this area? Who provides it?
3. What services are available for older people living in their own homes? Who provides them? How much do the services cost?
4. Do any of you have family or friends who are living in nursing homes? How do they feel about it? How do you feel about it?

Dependence

Maria Sanchez is a frail but independent eighty-two year old. Her husband, Carlos, is ninety years old and weighs sixty-seven kilograms. Last week, Carlos got pneumonia and went into the hospital. When Carlos comes home next week, he will need help. Maria has been told not to do too much. She doesn't want to give up her home or to ask their middle-aged married sons, Miguel and Pedro, for help because they tend to take over.

What should Maria and Carlos do?

Solution

- **# 1** Ask Miguel and Pedro to pay for daily help.
- **# 2** Ask the wives of Miguel and Pedro to come in on alternative days.
- **# 3** Ask the doctor if he can arrange for them to get into a home for senior citizens where help and meals provided.
- **#4** Arrange for "meals on wheels" to be delivered to their home.
- **#5** Move near one of the sons and ask his wife to come in daily.
- **#6** Ask a social worker to get a homemaker to help Maria at home.
- **#7** Other
- **#8** Other

	Personal	Group Record
1st choice		
2nd choice		
3rd choice		
4th choice		
5th choice		
6th choice		
7th choice		
8th choice		

Decisions, Decisions by Barbara Bowers & John Godfrey. Reprinted with permission.

Newspaper Headline Match

Purpose:

This is an ABE or GED activity which encourages reading comprehension and builds "skimming" skills. In particular, it will held GED students to improve their reading rate in preparation for taking the timed test. It also encourages ABE readers to glean information through a quick first reading. This example is designed for use with newspaper articles, but any type or level of text could be used. It also could be adapted for use with an individual learner.

Step 1: Attached are 4 newspaper articles and 4 copies of a headline answer sheet, with the headlines from those articles. The articles are printed on the bottom half of a sheet of paper. Fold the top half of the sheet over the article so that the article cannot be seen. Number each article (1, 2, 3) on the outside of the sheet.

Step 2: Give each "learner" one of the folded, numbered articles and a copy of the headline answer sheet. You will also "play", so keep an answer sheet and one of the articles yourself. Give participants 10 seconds to skim the newspaper article. Then stop them and ask them to close the newspaper article sheet and then mark the blank next to the appropriate headline with the number of the article they have just skimmed.

Step 3: When everyone has finished their first article and marked the headline sheet, ask them to pass their folded articles to the person on their left so that they all have a new article. Tell them to open the new article, skim it for ten seconds, then stop and mark the headline sheet with the number of that article.

Step 4: Continue the process until all participants have seen the articles and filled out their headline answer sheets. Then, compare answers.

Step 5: Allow "learners" participants a few minutes to look at the articles more closely (perhaps to explain why some people matched the headlines as they did). Discuss what strategies people used in skimming and why they chose those particular headlines.

Step 6: Discuss with participants ideas for following up this activity in a classroom, or adapting it for particular learners' needs.

(Adapted from "Reading for Meaning", Lifelong Learning Books, Scott-Foresman Publishers.)

Problem-Solving Chart

Purpose:

This is a small-group activity for intermediate to advanced level ABE and ESL learners. It gives practice in learning newspaper abbreviations and using the newspaper want ads to find an appropriate apartment. It also teaches and/or reinforces the skill of making charts to solve a particular problem. In this example, a page from a real newspaper has been used, but the activity could be adapted for beginning learners by making up ads with fewer abbreviations.

Step 1: Choose someone in this group to act as a person who is looking for a new apartment and the rest of the group will play friends who are helping the person find the perfect apartment. Ask the person to name the features s/he would like to have in this apartment, such as number of rooms, desirable price, extras like washer and dryer, parking, utilities, etc. List these on a piece of paper as the person talks.

Step 2: Ask the person to prioritize the items by importance; i.e., to indicate those items which are not negotiable. For example, a person may have an upper limit of $700 to spend but may not care if it includes free parking, or is in Cambridge rather than Somerville. Rank the items.

Step 3: Guide the group in making a chart which includes the top 5-6 ranked items on the list. Suggest that they list these items across the top of a sheet of paper, and down the side of the sheet they will list the phone numbers of those apartments which have these features. For example:

Phone #	Price	# of Rooms	Location	Parking

Step 4: Ask the group to look through all the listings for apartments in the want ads. Tell them to fill out the chart by putting in information about apartments which look promising. For example:

Phone #	Price	# of Rooms	Location	Parking
547-0026	$750	Two	Cambridge	?

Remember that the chart above is an example. The group should create its own headings based on the apartment looker's criteria. Use a large sheet of paper if you need to.

Step 5: After the group has filled out the chart with all the information, ask them to rank the first five most promising apartments/phone numbers to call.

Step 6: If there is time, ask them to write out a list of questions that the apartment looker should ask about the apartment when making the phone call (e.g., is there off-street, free parking? do you require a security deposit? etc.) Use the list of desirable features from Step 1 to generate questions.

Concentration

Purpose:

This is an activity helpful to people who want to learn to fill out forms, but the basic design of the game can be adapted for use with many kinds of materials. This example is designed for intermediate-level learners; the concept of "Concentration" could be altered for use with learners at any level. In a class situation, this would be a good game for learners to play together in pairs.

Step 1: Explain that this use of the game "Concentration" is, as a word recognition activity, helpful to people who want to learn to fill out forms. The cards each have a word which usually appears on forms (such as application forms, medical forms, driver's license forms). Also explain that you will play the role of the tutor, and the other participants will play the role of learners throughout the demonstration.

Step 2: Take the first card printed with a form word and ask someone to supply information about him/herself. Show the word on the card to the person, have the person read the word, and ask the person to tell you the information (example: if the word "name" appears on a card, write the person's name, say, John Brown, on another card.) Either you or the learner should write this information on the blank cards provided. Take the next card and ask a different learner for information. Continue until all the form cards have a matching card with information about one of the learners.

Step 3: Then, turn all the cards over on the table (so that no words are showing) and arrange them in a regular pattern, lines and rows. Have the other participants take turns turning over two cards and trying to match the form word with the information (i.e., try to turn over both the card "name" and the card "John Brown"). If the two cards match, the player removes them, sets them aside and gets another turn. If the two cards do not match, the player puts them back down, face down, and another player takes a turn. The player who has the higest number of matched sets when all cards have been matched, wins.

This should take only 15 minutes. If there is more time, show the sample form below, which can be used after the concentration game to give learners practice in filling out a form.

Step 4: The words that commonly appear on forms and that will be used in the "Concentration" game are:

NAME	DATE	ADDRESS
TELEPHONE NUMBER	AGE	HEIGHT
OCCUPATION	SOCIAL SECURITY NUMBER	
SIGNATURE	BIRTHDATE	MARITAL STATUS

Sample Form:

NAME .....

ADDRESS .....

.....

TELEPHONE NUMBER ( ) .....

SOCIAL SECURITY NUMBER .....

MARITAL STATUS ..... AGE .....

HEIGHT ..... BIRTHDATE .....

OCCUPATION ..... DATE .....

SIGNATURE .....

(Adapted from CLC Adult Basic Education Curriculum, (c) 1989. Reprinted with permission.)

Jigsaw Activity

The Jigsaw Activity is a cooperative approach to learning. Students work first in small groups, called learning groups. Each group works together until all of its members understand a particular topic or part of a topic well. Each group's material is self-contained and does not need the information of the other groups to be understood, but the final goal is that the class learns the new information from all groups. After each learning group has mastered its material, the class forms new groups, called teaching groups, consisting of one member each of the previous learning groups. Each member of this group then teaches to the rest of his/her group the material s/he has earlier learned.

Step 1: Ask students to divide into equal-sized groups (learning groups); the number of groups should correspond to the number of activities there are to be learned/taught. For example, if the topic is graphs, there could be three activities: bar graphs, line graphs, and pie graphs. Therefore, there would be three learning groups: one for bar graphs, one for line graphs and and one for pie graphs. Hand out activity sheets, with the specific instruction for teaching that activity, to each group. Tell them to be familiar enough with the activity to teach it to someone else. Set a time limit for completion of this step.

Step 2: While the learning groups are discussing their respective activities, hand out a different colored card to each member of a group. The groups will look like this:

Bar Graph Group			**Line Graph Group**			**Pie Graph Group**		
x	x	x	x	x	x	x	x	x
red	*blue*	*green*	*red*	*blue*	*green*	*red*	*blue*	*green*

Step 3 When it is time to form the teaching groups, ask all people with the same colored card to form a new group (reds together, blues together, etc.) Each teaching group should have a member from each of the previous learning groups.

Teaching Grp 1			**Teaching Grp 2**			**Teaching Grp 3**		
x	x	x	x	x	x	x	x	x
bar	**line**	**pie**	**bar**	**line**	**pie**	**bar**	**line**	**pie**
red	*red*	*red*	*blue*	*blue*	*blue*	*green*	*green*	*green*

Step 4: Remind students that when they teach their activity to the rest of the group, they should really assume the role of the teacher and not just tell the others what their particular group did. Tell them that they should check on the comprehension of the others when they teach.

Step 5: Call time every 15 minutes (depending on activity) so that each member of the teaching group has time to teach his/her activity to the rest of the group.

Step 6: After everyone has finished teaching their activity, bring the whole group back together again and ask for reactions, questions, etc.

Groupings

The number of teaching groups is not necessarily the same as the number of learning groups. The number of students in each of the teaching groups should equal the number of learning groups (i.d., the number of topics or activities). For example, it is possible to have three learning groups of four students each. These would then break up into four teaching groups of three students each.

Learning Grp 1	Learning Grp 2	Learning Grp 3
x x x x	x x x x	x x x x
red blue grn yel	*red blue grn yel*	*red blue grn yel*

Teach Grp 1	Teach Grp 2	Teach Grp 3	Teach Grp 4
x x x x	x x x x	x x x x	x x x x
all red	*all blue*	*all green*	*all yellow*

Topics to Teach Using The Jigsaw Method

Anything can be taught with the Jigsaw Method, but here are some specific suggestions:

- *Forms*: Give each learning group a different form to fill out. In the teaching group, they will teach their form to others.
- *Prepositions*:
  Each group specializes in one preposition. Give pictures and worksheets.
  If time allows, let them draw and write their own examples for the teaching group.
- *Tables/charts*
- *Branches of government*
- *Mean, median and mode*
- *Writing mechanics* (for example, punctuation marks, capitalization rules, etc.)

Write-up contributed by Andrea Mueller

Case Study #1: ESL Classroom

There are ten students in this ESL Level 1 classroom, all of whom are women. The students are residents of a housing project sponsored by a local housing authority, which also sponsors these ESL classes. The class meets from 9 a.m. to noon three days a week. The focus of instruction is on understanding a limited number of very simple phrases, asking and responding to simple questions, having some control of very basic grammar, and recognizing and writing letters of the alphabet, numbers 1-100, and name/address. The materials and design of instruction are up to the teacher.

The project where these women live is a rough place. Drug dealing, robbery, assault and battery are commonplace, and the women frequently come to class tense and upset. It often takes as much as an hour to get students calmed down enough to begin the lesson. Students are often absent because family problems, sick children, personal illness, and appointments with welfare and health service workers take precedence over the classes.

Rosa is a 38-year old women from the Dominican Republic who has been in the U.S. for several years. Rosa left school in the DR to go to work when she was 10. She worked as a maid for 5 years, was married at 15, and has children aged 22, 21, 16, 10 and 7. She receives AFDC. Rosa came to the U.S. because she wanted a better life for her children. In fact, she made sure her youngest child was born in the U.S. so he would be an American citizen. Her husband has remained in the DR and she is not sure where he is. She relies on her children for translating when necessary, which is not often, since Spanish is spoken where she shops, goes to church and socializes. It is only when she has to deal with her children's teachers that she needs English, and she is attending classes primarily with the goal of being able to talk with the teachers directly. Rosa misses classes frequently and doesn't understand why the teacher gets upset about that, since in the DR it was accepted that students would be absent. Teachers there were not very concerned with beginnings and endings. Rosa likes socializing with others in the class and is popular with the other students.

Chang is a 20-year old Cambodian women, unmarried with no children. She lives in the projects with another Cambodian family since her family is dead. She is responsible for taking care of the children and in addition she works in housekeeping at a hotel. Chang has lived with other families or in refugee camps since she was 10. She has never before been in a formal classroom setting. She is very quiet and rarely smiles. She often seems to be in ill health but is always in class. The other students find it difficult to relate to Chang but continue to try to draw her out. The teacher observes that Chang is frequently drawing and appears to have a real talent in art. Chang wants to get a better job, but is unsure of what to pursue.

Natasha is a Russian woman in her early 50s. She recently immigrated to the U.S. with her husband and two grown children. Natasha was well educated in the Soviet Union and worked for many years as a computer operator. She is good at math and her goal is to be a computer programmer. She expresses ambivalence about being in the United States. On the one hand, she says she is happy to be here, but she is also very lonely. She talks about missing her friends, family, and church. The difficulty of learning English makes her break down in tears sometimes. Her husband refuses to even try to learn; he sits all day in the house watching television even though he doesn't understand what is being said. Her children have adjusted more easily and already have American friends and work for American businesses. They live away from Natasha and her husband, and she doesn't like to burden them with her problems. Natasha seems shy around the other students. She sometimes doesn't come to class and later reports that she was just too depressed.

Questions

1. Think of 1 way you might work individually with each person described.

2. Given the diversity of strengths and needs, what activities might you use with the whole group?

Case Study #2: GED Classroom

This is a GED program where students study from 9:00-12:00 Monday through Friday. The 30 students in the program are divided into smaller groups who work with two teachers on math, writing, reading, social studies and science. After testing, the students are grouped according to their likelihood of passing a particular portion of the GED in the upcoming month. Therefore, every month students leave the groups as they pass that portion (Math, Social studies) of the GED and other students join the group.

The students are mostly white, English speaking women of all ages who have not completed the 10th grade. Recently there have been increasing numbers of displaced, middle-aged male workers. The students in their 40s and 50s mostly dropped out of school because they had to work. The younger students dropped out by choice, and the two teachers express frustration with the discipline and motivation problems they experience with these younger students. There is a counselor to whom the teachers refer learners who have problems outside of the classroom. There is also a computer lab where the students go to work individually on specific lessons. The program buys new materials each year, so that teachers use a variety of GED textbooks, practice tests, prepared worksheets and lessons during classes. The design of the lessons includes group reading and discussion followed by individual homework assignments as well as individual work on the computers and with worksheets. The sole intent of the instruction is to prepare students to pass the test; therefore, the focus of the lessons is on giving the students the content (math, social studies, science) and skills (making inferences, analyzing poetry, reading comprehension, writing compositions) necessary to pass the GED test.

Kathy is a 20-year old unmarried white woman with two children. She receives AFDC. She and her children live with her boyfriend. The children go to daycare while she is in class. It is clear that her boyfriend often hits her, and she comes to class sometimes crying, with a black eye or bruises. She talks to the counselor but so far has made no change in her situation. At one point, she came to class upset and reported that her mother and father came and took the children away from her. She later got the children back. She has not articulated any goals related to what she will do after she finishes her GED.

Maria is a Portugese woman in her late 40s. She is married and her children are now in college. She had dropped out of school long before she and her husband came to the U.S., but after her children went to college, she decided it was time to for her to continue her education and get her GED in order to become a nurse. She began studying at the community college but dropped out and then enrolled in this GED program. The teacher reports that she is very nervous and "up-tight". She seems unable to relax, and gets very exasperated with herself when she makes errors during classes, often expressing this in loud, lengthy sighs. She is then so pre-occupied with making an excuse about her error that she has difficulty concentrating on the rest of the lesson. The teacher feels she doesn't listen very well during the class and thus doesn't learn the material, adding to her frustration.

Richard is 46-year old white male, who recently lost his job as a cutter at a clothing manufacturer. He made $14.00 an hour, and had worked at that same job for almost 30 years. He is married and has children, and they are very supportive of his attending the GED classes. He wants to get his GED in order to apply for better jobs and get off unemployment. He is very polite and generous and very helpful to the teachers and other students. The teacher feels that his insecurity takes up a lot of his energy, and he often apologizes if he gets the wrong answer.

Questions

1. Think of 1 way you might work individually with each person described.

2. Given the diversity of strengths and needs, what activities might you use with the whole group?

Case Study #3: ABE Classroom

Students:

17 students started the class last October. This summer, 13 of them are still actively participating in the program. They meet every Tuesday, Wednesday and Thursday from 9:00 a.m. to 2:30 p.m. The students are all women who worked in the same garment factory for 10 to 15 years until the factory closed a year and a half ago. The Department of Employment Security set up a special program for them and their unemployment benefits have been extended on condition that they attend literacy classes. Most of the women are in their 40's. They have come from many countries including Portugal, Italy, Greece and Japan. Most have been in the United States for over 20 years.

Classroom Organization:

9:00-9:30	Write in dialogue journals (either teacher-student or student-student exchange)
9:30-10:30	Two reading groups. Half read with the teacher for 30 minutes while the other half do sustained silent reading. Then they switch for the next 30 minutes. 15 min. break.
10:45-12:15	Tuesday and Thursday, they can choose Civics (Citizenship) or Driver's License. Wednesday, the whole group has a grammar lesson. 45 min. lunch.
1:00-2:15	Writing individually or in groups (Process Writing)
2:15-2:30	Oral Reading by teacher - poetry or prose

Materials Used in Class:

The class follows a whole language approach. The teachers make many of their own materials. They use published readers which include stories, novels, etc. which are written in easy language. Popular publishers include Specter, Coronet, Scott Foresman and Cambridge. They don't use any workbooks. Grammar lessons are developed from listening to the students talk and from looking at their writing.

Student Participation:

The students interact with each other frequently during the class either in organized activities or informally during breaks and lunch. There is also time for reading and thinking alone. The students write on their own and sometimes help each other with editing. Once or twice a week, they work in pairs or groups to discuss their writing. The grammar lessons involve a lot of interaction.

The students enjoy coming to class. They bring cookies and cake everyday. They often draw upon their own experience for writing exercises, but the teachers also have a picture file and other things to stimulate ideas for writing. Each student has a file of her writing. At certain intervals, they and the teachers select pieces of writing for publication in the program newsletter. They also can publish longer stories and autobiographies in booklet form. These books are read by students in the program.

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Lila is from Portugal. She is in her late thirties and has been doing very well in class. Recently she got a job with food services in a local hospital, but she still comes to class once a week on her day off. She is excited to become a citizen and enjoys the Civics sessions. She failed the Citizenship test a few years ago because she was illiterate. Next time, she is confident that she will pass.

Anna is also from Portugal. She talks a lot and is always putting herself down in class. She calls herself stupid and claims that she can't do this or that. She blames herself for the situation she is in - illiterate and unemployed. She is married and has a family. She would like to go back to work, but is undecided about what type of work she could do. She is scared because she doesn't think she has skills to do anything except what she has done before.

Maria is very quiet and shy. She doesn't like to participate in group discussions because she doesn't think her English is very good. However, her teacher has noticed that her English is fairly good in a one-to-one situation. She has medical programs and is currently undergoing x-rays and testing for cancer. She is also having problems with her daughter who has an American boy-friend. Her son's new girlfriend doesn't speak Portuguese and she wants to learn English to be able to talk to her.

Questions

1. Think of 1 way you might work individually with each person described.

2. Given the diversity of strengths and needs, what activities might you use with the whole group?

Language Experience Activity

Step 1: Begin a discussion about a topic of interest to the learner. Explain that you would like the learner to tell you a story–3 or 4 sentences–about that topic. You will write it down as it is said. Write down his/her story in English. As you write, say the words. Use the exact words dictated to you. Write in large, clear letters with plenty of space between the lines.

Step 2: Once written, read the story out loud to the learner, pointing to each word as you say it. After reading, ask the learner to verify that this is exactly the way s/he dictated the story to you. Read the story again, pointing to each word as you read.

Step 3: Ask the learner to read along with you. Read through two times together, then encourage the learner to read through it alone.

Step 4: Ask the learner to select some words that are important to him/her. Write these words on blank cards as the learner says them.

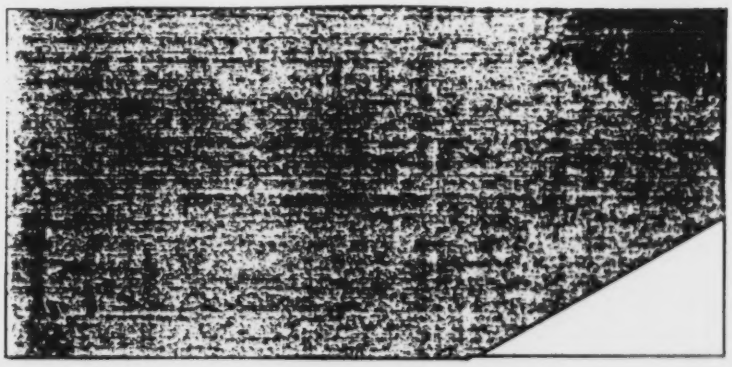
Step 5: Have the learner practice saying these words, and ask the learner to point out differences and similarities between the way the words look (ones that are longer or shorter; compound words; words with many similar letters, etc.).

Step 6: Ask the learner to write these words in his/her notebook as part of a "word bank."

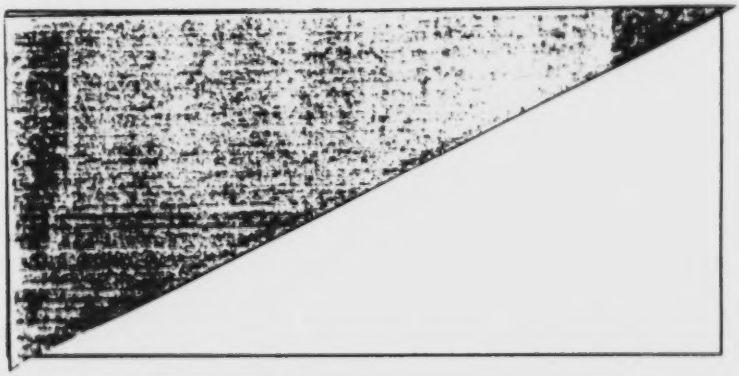
Note: This activity can also be done with a small group of learners.

Instructions "Process/Content" for Alternative Activity:

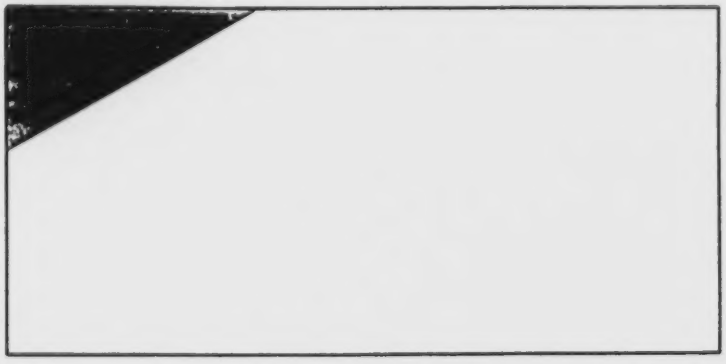
PROCESS: How content is learned, what activities are used, the sequencing and structure of activities in the learning experience.



1. "Teacher" controls process



2. "Teacher" and "learner" control process equally



3. "Learner" controls process

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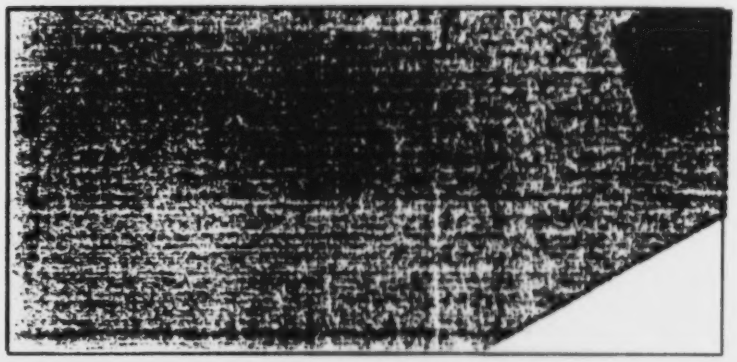
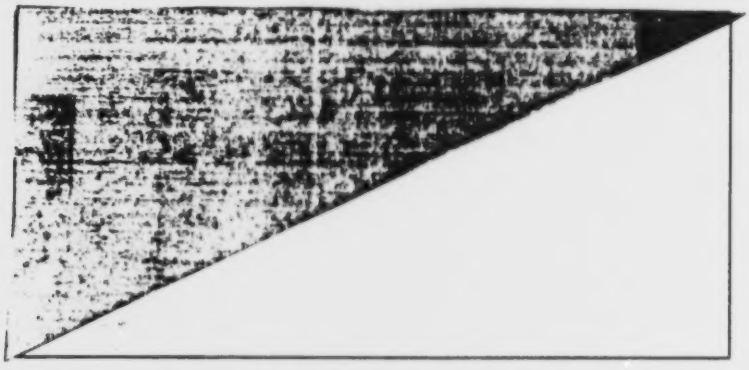
Instructions "Process/Content" for Alternative Activity

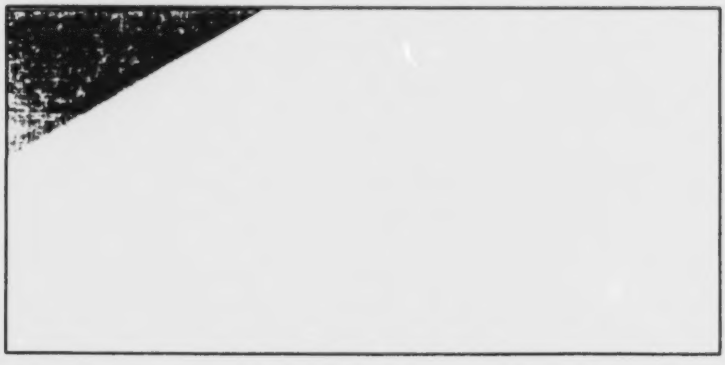
CONTENT: What is learned, the topics, how much is covered in learning experience, etc.



1. "Teacher" controls content



2. "Teacher" and "learner" control content equally



3. "Learner" controls content

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ASSESSMENT PACKET

TESTING AND ASSESSMENT IN ADULT BASIC EDUCATION

Section A - Introduction

1. "Standardized Tests: Their Use and Misuse".

   Source: Reprinted from January 1990 edition of the Business Council for Effective Literacy, Adult Literacy Programs and Planning Issues. BCEL, Avenue of the Americas, 35th Floor, NYC, NY 10020, (212) 512-2466

2. "Definition of Terms"

   Source: Sticht, Thomas G. "Testing and Assessment in Adult Basic Education and English as a Second Language Programs". A report supported by the U.S. Dept. of Education, Division of Adult Education and Literacy and the John D. and Catherine T. MacArthur Foundation to Applied Behavioral and Cognitive Sciences, Inc., San Diego, CA.

3. "Commonly Used Standardized Tests for Adult Basic Education and ESL"

   Source: Jackson, Gregg B., Measures for Adult Literacy Programs. The Association of Community-Based Education and the ERIC Clearinghouse on Tests, Measurements and Evaluations, 1990.

Section B - Sample Sheets from Standardized Tests

ABLE, TABE, Slosson, BEST, John Test

Section C - Alternative Assessment Methods

1. "Alternative Approaches to Assessment and Evaluation"

   Source: McGrail, Loren. "Alternative Approaches to Assessment and Evaluation", Working Paper #1, SABES Central Resource Center, 1991.

2. Samples of Alternative Assessment Instruments: The Progress Profile and ALBSU Initial Assessment of Reading Skills

Section D - Bibliography for Further Reading on Testing and Assessment

Reprinted from the January 1990 edition of the Business Council for Effective Literacy on Adult Literacy Programs Planning Issues

STANDARDIZED TESTS: THEIR USE AND MISUSE

Say "test" to nearly anyone - student, teacher, administrator - and the face clouds over. Beyond the simple fact that testing by its very nature tends to intimidate, there is good reason for this reaction. Indeed, in recent years the entire subject of testing and assessment has come into intense scrutiny at all levels of education from the lower schools on up. In adult literacy the issue has assumed particular relevance.

In April 1988 Congress enacted legislation which for the first time calls for using standardized tests to evaluate ABE and ESL programs funded under the Adult Education Act. The Adult Education Amendments of 1988 (Public Law 100-97) and the implementing regulations of the U.S. Department of Education (August 1989) require that the results of standardized tests be used as one indicator of program effectiveness.*

For the adult education and literacy community this new mandate brings special urgency to what was already a matter of growing concern: the use and misuse of standardized tests.

From the sheer volume of standardized test-giving, it should appear that we are a nation obsessed. For example, a study by the National Center for Fair and Open Testing estimates that U.S. public schools administered 105 million standardized tests during the 1986-87 school year alone. This included more than 55 million tests of achievement, competency, and basic skills which were administered to fulfill local and state mandates, some 30-40 million tests in compensatory and special education programs, two million tests to screen kindergarten and pre-kindergarten students, and 6-7 million additional tests for the GED program, the National Assessment of Educational Progress, and the admissions requirements of various colleges and secondary schools.

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*Note to service providers: The new federal regulations stipulate that at least a third of local programs which apply for state ABE funding must be evaluated through the use of standardized tests. Thus, two-thirds of the programs can opt not to use standardized tests. Programs are advised to sort the matter out with their respective state ABE directors. To assist program managers, the Division of Adult Education and Literacy of the U.S. Department of Education is currently preparing a report on testing and assessment in adult basic skills and English-as-a-Second-Language programs. The report will be available early in 1990.

A major reason that standardized tests have come into such pervasive use is that they are relatively easy to administer on a wide scale, no small matter when dealing with a large population. Moreover, they are viewed by their advocates as scientific measuring instruments that yield reliable and objective quantitative data on the achievement, abilities, and skills of students, data that are free from the vagaries of judgment by individual teachers. Because the tests and the conditions under which they are administered are (theoretically) constant, except for the skill being tested, they are thought to be useful for comparing a person's ability from one time to another, as in pre- and post-testing. By the same token they are viewed as useful for evaluating program effectiveness - and by extension as a tool for improving eductional quality.

However, as standardized tests have come into sweeping use throughout education and employment, so have complaints about them and challenges to their validity. They have been the subject of criticism in congressional hearings and state legislatures, and are increasingly the subject of lawsuits in state and federal courts.

Not surprisingly, when the new federal requirements for standardized testing in ABE and ESL were set forth this past August, it was over the objections and protest of many members of the adult basic education community. [Note: See the Federal Register, August 18, 1989.]

The reasons are compelling. Assessment in adult literacy is a central issue with high stakes. The authority vested in these tests can determine the way programs are developed, what is taught, and the climate of teaching and learning. It shapes legislation and the funding policies of public and private agencies. It is tied to welfare eligibility for young parents. It drives government job training programs. It can deny entry into the military, or crucial access to a diploma or a job.

The growing concern of literacy service practitioners, theorists, and test designers, among others in the field, is sparking much debate and a hard look at just what standardized tests actually test and for what purposes, and whether the results tell us anything of real value, indeed whether they are not harmful. It is also beginning to result in a search for alternative assessment approaches.

The complexities of the testing controversy are vast and beyond the scope of this general article, but opponents of standardized basic skills tests fault them for a host of reasons, some of which are discussed below. Objections tend to fall into two broad categories: their intrinsic defects, and their misuse.

MAKING GRADE LEVEL COMPARISONS

The most commonly used general literacy tests are off-the-shelf commercially-produced tests of reading achievement. Virtually all are "normed" on children. That is, their scores are based on the average performance of children at various grade levels. Because adults bring years of prior knowledge and experience to the acquisition of literacy skills, comparisons with the performance of children are considered by most experts to be inappropriate.

Test scores are usually in the form of grade-level equivalents. A person may score at a 4.2 grade level, say, meaning that he or she reads on the level of a child in the second month of the 4th grade. Not only is this humiliating to people already the victims of past school failure, charge the critics, but it is meaningless to tell adults of any age that they read like a nine-year-old. More importantly, it is not a useful measure of what adults can do in terms that are contextully meaningful and it does not point to an appropriate instructional program.

In fairness, it must be noted that the Test of Adult Basic Education (TABE) - which appears to be the most widely used of all general literacy tests and which has been mandated for use throughout New York State - has recently been improved. Analysts indicate that while TABE is still strongly tied to childhood norms, the newer version does make it possible to interpret test scores in relation to other adults in certain ABE programs, rather than to children. It also produces scaled scores rather than grade-level equivalents (though many administrators are apparently falling back on the grade-level scoring system they know because they find the scaling system hard to interpret).

TESTING TRIVIAL SUB-SKILLS

"TABE" and other standardized general literacy tests are not a true representation of how people read," says Clifford Hill, Professor of Applied Linguistics at Columbia University Teachers College. "They force the reader to recycle very low level trivial details and don't really represent the reading process with all its complexity." The questions they pose deal with isolated, decontextualized bits and pieces of reading sub-skills such as word recognition, spelling, or paragraph comprehension. Questions are framed in a multiple choice format, and they dictate one right answer. There is no applied use of reading or math, no writing component, no higher order thinking or problem solving. "The way the tests are set up, the research shows that even people who read well often don't perform well on most reading tests."

Tom Sticht, one of the nation's pre-eminent test designers, agrees. Sticht notes, for example, that "people who wish to join the armed forces are excluded if they test anywhere from the 10th to 30th percentile in the Armed Forces Qualification Test. But the research shows that eight out of ten people in this category, when they were allowed in, completed their three years with satisfactory performance."

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KNOWLEDGE THEORY IGNORED

Recent advances in knowledge theory point to the central role of prior knowledge in understanding or interpreting new information. But most tests exclude prior knowledge; in fact, they assert it as a virtue that they measure comprehension in a manner unaffected by a student's background knowledge. Yet, according to What The Reading Tests Neglect, a 1987 study by Anne Bussis and Edward Chittenden of the Educational Testing Service, "the best a person can do is merely repeat or slightly paraphrase the author's words...The upshot is that tests...tend to focus attention on the surface structure of text rather than on its underlying meaning..."

LITERACY IN A VACUUM

While it is well established that what constitutes literacy differs from one context to another, the tests treat literacy as a neutral mechanical skill unrelated to different communities and cultural and linguistic traditions. They assume that all individuals perceive information and solve problems in the same way. Test results may therefore reflect differing styles, not differing abilities. By the same token, they tend to place superior value on one set of cultural assumptions over another.

Just recently, the National Academy of Sciences conducted a study (Fairness in Employment Testing: Validity Generalization, Minority Issues, and the General Aptitude Test Battery) for the U.S. Department of Labor on the use of the General Aptitude Test Battery (GATB). They concluded that the test does not give equally valid responses for blacks, whites, and Hispanics, and recommended the use of "within-group" norms. In the end, they declared that no job seeker should be obliged to take the GATB because its negative aspects might outweigh its usefulness.

TESTING OF WHAT, FOR WHAT?

While this central question should guide every test given anywhere, failure to honor it creates special mischief in the workplace. There, lawsuits claiming test misuse have become commonplace; in particular from general basic skills tests given to employees or job applicants that are unrelated to specific job requirements.

According to the experts, there is usually a high correlation between the ability to perform generalized skills and job-related skills, but this correlation is far from perfect and not an adequate basis for predicting a person's performance on a given job. "One of the things you've got to do whenever you're building a test to see if a person can or cannot perform the literacy requirements of a specific job is to design a specific test derived from the analysis of the job or the job field," notes Tom Sticht. "That way you can show that the test has content validity, or task validity. Only if you test the kinds of tasks that will have to be performed on a job, can you meet the legal requirements of being content or task-related. General literacy tests won't do that."

CONFUSING LEARNER AND PROGRAM EVALUATION

Standardized tests which examine what an adult has learned over a period of time are often used, or misused, as a substitute for full program evaluation. When someone wants to know how effective a program is, they look at the test scores.

The trouble is that test scores alone are not a reliable indicator of what a program has actually accomplished. For one thing, the tests usually are not linked to any particular curriculum; as a consequence there is apt to be a disconnection between what is taught and what is tested. For another, because little is known about the prior knowledge of learners or the learning they may have achieved elsewhere, the test scores may reflect information on skills not in fact taught by the program being evaluated. Furthermore, many elements that are critical to judging program effectiveness - internal management, quality of curriculum and teaching, retention rates - may well be passed over or downgraded in favor of the test scores.

In short, program evaluation is more than an aggregation of test results, and multiple instruments are needed to measure the effectiveness of discrete program components. "ABE is largely a field devoid of theory," notes Judith Alamprese, Director of Education and Training at the Cosmos Corporation, "so we don't really understand the relation between what we do and what we get. We need research to develop models that can do that."

STANDARDIZATION: WHAT IT MEANS

At best, testing and evaluation is a highly complex enterprise with confusion even among the experts as to the meaning and appropriate use of different testing instruments.

Standardized tests, for example, are often confused with "norm-referenced" and "criterion-referenced" tests. This is a serious matter because a standardized test by definition is a test designed to be given under specified, standard conditions, whether or not it is norm- or criterion-referenced. (Norm-referenced tests are used to compare the performance of one group with the "normal" performance of some other group, or for comparing an individual's ability from one time to another, as in pre- and post-tests. Criterion-referenced tests assess a learner's gains according to some criterion or particular learning goal.)

A standardized test may be either norm-referenced or criterion-referenced, but if it is administered under non-standard conditions the results are next to meaningless. For instance, standardized tests are designed to be timed but sometimes are not, or at least not uniformly. An untimed test cannot usefully be compared to one that is timed. Sometimes tests are even taken apart and only certain sections used. Variations in the psychological state of the test-takers can also create non-standard conditions. Some

people may be under stress because they are unprepared in test-taking strategies while others with more experience are more relaxed. Because of such differences, the point in a program at which a test should be administered is an important matter. (In New York City, where students are required to be tested within the first 12 hours of entering a program, savvy teachers give the test at the 12th hour.)

Tests and measurements are a complex stew to begin with, but the problem is made worse by the fact that adult literacy programs are staffed in the main by part-time people and volunteers, and by people running programs who are not trained in assessment or have little professional preparation. "When put in the hands of novices, the test can actually amount to malpractice," observes Tom Sticht. "If you went to a physician who tested your blood for cholesterol but didn't use the test instrument the way it was designed to be used, ignored the time required for analysis of the blood or maybe combined the wrong chemicals in the analysis and then gave you a false number, you could sue the physician for malpractice. Because then you might walk out thinking you have no problem and indulge yourself in all kinds of things that wind you up in a heart attack. That may sound like a blatant example, but it's similar in education. When you misuse a test instrument you're representing information falsely to the learner and to the program sponsor, and eventually you open yourself to lawsuits."

CASAS AND NAEP: AN ADVANCE

It is the opinion of some that all standardized tests are tarred by the same brush. But there is much agreement that two standardized testing systems represent a very strong forward movement: the Comprehensive Adult Student Assessment System (CASAS) and the National Assessment of Educational Progress (NAEP).

CASAS is keyed to life skills criteria established in the groundbreaking Adult Performance Level Study carried out by the University of Texas in the 1970s. It tests basic skills from a bank of some 4,000 test items, all meaningful in the context of everyday adult life. It serves as a diagnostic tool that places the learner at an appropriate level of instruction and contains pre- and post-test components for a systematic way of monitoring progress and moving the learner on to the next level. It tests the student for achievement independently of comparison with others, but has been normed on adult groups and thus can be used for more valid comparison across programs. The competencies tested are on a continuum that range from beginning through advanced levels of ABE and ESL. Teaching materials are used that teach what is going to be tested, coordinating the assessment with instruction. So far the teaching materials are comprised of commercially-available publications identified by CASAS as meeting the curriculum, though CASAS is presently developing some of its own materials.

Developed in 1982 for use by the state of California, the major contribution of CASAS is its focus on adult life skills, accurate placement, ongoing assessment for movement across levels, and linking curriculum to assessment. People who adopt the method are trained in how to administer the tests and how to interpret the scores which are based on a system of scales rather than grade-level equivalents. A number of states - including California, Connecticut, Maryland, Washington, and Oregon - have adopted CASAS for statewide assessment of their ABE programs, in large part to determine employment eligibility in JTPA and in welfare reform programs.

NAEP, in a new four-year multi-million dollar project funded by the U.S. Department of Education, may bring even further advances to the art of standardized testing. The project came about because Congress decided in the Adult Education Act of 1987 that it wanted a definition of adult literacy and an estimate of its prevalence. Building on its 1985-86 literacy assessment of persons aged 21-25, NAEP is developing a set of survey instruments to measure and estimate the literacy abilities of Americans aged 16-64, according to race, ethnic background, levels of education, gender, and the like. The new information should provide a valid base for making comparisons among regions of the country and also provide policymakers with data they need to make informed decisions.

NAEP's survey instrument will differentiate among three types of literacy: prose (newspapers, magazines, books), documents (charts, graphs, forms), and applied numerical activities (computing the cost of a meal or interest on a loan). Instead of multiple choice questions it will use open-ended exercises that require the test-taker to respond by actually using language and writing out the answers. The test will be designed to cover a gamut of ability from the most basic to the most advanced levels of graduate education. Thus, the data collected will be representative of the entire population (as compared to the CASAS which deals with populations at the adult basic education level). The long range goal of NAEP is to produce tests that program planners, in both general literacy and workplace settings, can use not only to diagnose individuals' skills problems but also to design suitable education programs.

ALTERNATIVE ASSESSMENT APPROACHES

While both CASAS and NAEP are hailed as "better psychometric instruments" than we have had in the past, there are some who remain unimpressed.

"Better tests or not, they represent the psychometric mentality and some of us don't buy that," says Clifford Hill. "Even if you're using better test techniques, what you're measuring is still limited pieces of reading mechanics, and that's misleading. In the real world reading is a complex inter-related holistic process."

A growing number of practitioners around the country agree and have begun to explore alternative approaches to assessment. The perspective that guides these efforts is that the paramount purpose of assessment should be to help the learner achieve his or her goals; that what is assessed must reflect what the learner wishes or needs to accomplish: that the process must build on the learner's experience and strengths rather than deficits; that assessment is not something done to the learner; that it should not be externally imposed nor shrouded in mystery, nor separated from what goes on in the regular course of learning activity. Rather, it is postulated, assessment should be an organic part of the learning experience - an ongoing collaboration betwen the teacher, the learner, and the text, to review and refocus what should take place in the light of progress being made. It should not depend on a single procedure but a variety of procedures. And one of its major functions should be to produce feedback that will make programs more effective. Most of all, testing instruments should convey respect for learners.

The basic point in this line of thinking is that assessment is much more than testing. There are a host of measures that can serve as indicators of achievement - e.g. interviews on the use of literacy in contexts other than the program, interactive readings selected by participants for discussion, portfolios of student writing, observation by teachers and peers, simulations of tasks involving life skills, and performance demonstrations. Information derived from an array of indicators, collected over time and assembled into a descriptive package, can provide a rich view of learning and accomplishment.

A YOUNG MOVEMENT

At the present these ideas are more a set of principles than a systematic set of applications. In fact, a major task confronting the field is to systematize alternative assessment approaches into strategies that can be used in a wide range of contexts. The challenge is especially difficult because by definition, "learner-centered" assessment is non-standardized. It varies with the context, from learner to learner and from program to program.

It is not known either whether all service providers, regardless of their organizational type and differing clienteles, need to gather the same kind of information, or whether funding agents can accept diversity in the reporting and be educated to understand and accept different ways of looking at program and student achievement. Relatedly, because evaluation is ordinarily for purposes of accountability or for admittance into jobs or other education, it is not clear how assessment data should be analyzed and reported out to various parties with often-incompatible purposes - i.e. the learner, the general or workplace literacy program, funders, and other groups. Two other problems also loom large: Descriptive assessment

approaches are very labor intensive and ways need to be found to make the process more time- and cost-efficient. Moreover, the capacity of literacy practitioners to construct their own assessment procedures is presently limited, pointing to a tremendous staff development and teacher training need.

These and other issues are currently being probed in a variety of promising projects around the country. One of these is the Adult Literacy Evaluation Project (ALEP), a venture of the University of Pennsylvania's Literacy Research Center and the Philadelphia Center for Literacy. The ALEP effort, directed by Susan Lytle, is developing and examining evaluation procedures in some 70 adult basic education programs in the Philadelphia area.

Another is the Adult Educators Development Project, a program of the Lehman College Institute for Literacy Studies which is directed by Marcie Wolfe. Under a three-year research grant from the Fund for Improvement of Postsecondary Education, the project is bringing together practitioners from a mix of New York City literacy programs to examine alternative approaches across different setting with different populations.

Still another initiative is the California Adult Learner Progress Evaluation Process (CALPEP), developed by the Educational Testing Service (ETS) for the California Literacy Campaign. CALPEP is presently operating in more than 80 local libraries up and down the state, where some 15,000 adult students are taught by volunteer tutors. The system was commissioned by the California State Library (CSL) after surveying adult assessment practices nationwide. "We had such grave doubts about the standardized tests available that we felt them to be useless, if not worse," observes Al Bennett of CSL. The state's literacy clientele is comprised heavily of adults with low skills levels, people for whom the tests were felt to be the most threatening and inappropriate. So an alternate approach was needed.

Basically, CALPEP is a joint perceptual activity involving both students and tutors. Together they judge progress according to students' personal literacy goals and the uses of literacy in their daily lives. A statewide computerized data base allows local library programs to enter student assessment data which is then stored at a central location. This permits program administrators to monitor and quantify learner progress, to better match tutors with students, and to coordinate reporting formats for funders. With the first year of field testing now complete, plans are in process to develop a system to train volunteer tutors in how to implement the new procedures. Ron Solorzano of ETS, among others, stresses that a most significant aspect of CALPEP is that it was initiated at the state level and launched with a research and development plan for making the process systematic.

Finally, the workplace is another setting where alternative evaluation methods are in use or under study. A prime example is the Massachusetts Workplace Education Initiative, a state-funded program that helps local partnerships of employers, unions, and education providers deliver workplace basic skills programs. The Initiative has recently concluded a pilot study based on open-ended interviews with management, supervisors, and union officials. In essence, the question asked was "What are the changes you have seen on the job [as a result of your literacy program to date] and what are you looking for?" The aim was to identify critical factors in evaluating the outcomes of workplace education. The findings, which include anecdotal information about what really matters to employers, will be used to shape a structured questionnaire for more formal evaluation. The plan is to extend the results of the pilot to all 25 programs of the Initiative in 40 workplace sites across the state.

"We have taken the attitude that employers are looking for hard, bottom-line dollar measurement," says Sondra Stein, Director of the Massachusetts Commonwealth Literacy Campaign, "but employers are smarter than that. What they're seeing are workers with better skills and morale, people who are more self-confident and able to work independently. They're seeing changed behavior on the work floor and they're saying that's what they're looking for, not test results on paper. What we're learning is that companies are understanding quality of work-life issues."

"Ironically," notes Susan Lytle, "the workplace may well lead the way in the development of alternative assessment procedures. It is there that literacy assessment is most closely tied to the functions and purposes of the setting. Assessment is about the meaningful use of literacy in a context; it's not an abstract matter".

Promising alternative assessment work is being done in other workplace settings too numerous to include here. They range from community colleges in partnership with one or more local businesses (e.g. Gateway Community College working with Honeywell in Phoenix), to such industry-wide efforts as that involving the UAW, Ford Motor, and Eastern Michigan University, to the work of Cox Educational Services with several major corporations and public-sector employers around the country.

PERHAPS A BLESSING IN DISGUISE

While the federal call for standardized assessment in ABE and ESL is objectionable to many, others take it as good news, as a sign that adult basic education may be coming of age. Marginal affairs can get by without much scrutiny, they say, but demands for accountability always go with significant resource investments.

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That the field of assessment is in ferment is also good news. A decade ago there was little attention to the subject. Today there is not only interest, but considerable searching, experimentation, and variety in actual practice. The notion has taken root that service providers should be showing evidence of program effectiveness. We are certainly more attuned to the diverse purposes of assessment and the need for different testing instruments for different purposes. We have begun to understand that assessment is more than testing, that what can be learned from giving a standardized test is but part of the story. We have made progress in the development of better standardized tests, but we have also grown more sensitive to their limitations (especially to those normed with children and used on adults). At the same time we have a growing movement toward alternative assessment, characterized by the fact that it is non-standardized.

So the trend is definitely on a positive track. At the same time, however, it is daunting to consider the formidable challenges that face us. To highlight just three:

* There is clearly a tremendous need for research and demonstration to develop a deeper professional knowledge about assessment and the role and use of standardized tests.

* Alternative assessment is a labor intensive activity requiring sophisticated training not presently available to people in the field. This suggests the need for advocacy, and for the development of training structures and programs that move toward professionalizing the entire adult literacy field.

* In literally hundreds of local general and workplace programs around the country, assessment is being carried on quietly and out of the public eye, much of it growing informally out of day-to-day practice. No one knows what the accumulated experience adds up to and how it can be used to guide the field. We need mechanisms for collecting and distilling this information.

DEFINITION OF TERMS

Standardized Test - A test is standardized if it is based on a systematic sampling of behavior, has data on reliability and validity, is administered and scored according to specific instruction, and is widely used. A standardized test may be norm-referenced or criterion based. The test may, but need not relate to readability levels, grade level equivalencies, or competency based measurements.

Norm-Referenced Tests - Standardized tests that have been developed to permit a learner's score to be interpreted in reference to the scores of other people who have taken the test. The individual learner standardized test score is interpreted by comparing it to how well the referenced group normally performs on the test. Similar to "grading on a curve".

Grade Level Norms - In adult literacy education programs, standardized tests are frequently used that have been normed on children in the elementary, middle, and secondary school grades. In this case, the adult learner's score on the test may be interpreted in reference to the average performance of children at each grade level. If an adult score on a reading test normed on grade school children is the same as that of a child in the eight month of the formal grade, the adult would be assigned an ability of 4.8.

Criterion-Referenced Tests - In criterion reference testing, an absolute standard or criterion of performance is set, and everyone's score is established in relation to that standard, rather than by comparison to a norming group.

Competency-Based Education and Testing - The idea of competency-based education is that learners' progress in a course of education should be based on demonstration that new competence has been achieved, not on the basis of the number of hours or courses in which the learner has participated. Because competency-based programs typically identify learning objectives very specifically, many tend to use criterion-referenced assessment.

Curriculum-Based Assessment - In curriculum-based assessment, decisions are first made about what is important to be taught. Then a curriculum is developed, which may or may not be a formally, pre-developed series of learning experiences. Tests are constructed to "test to the teaching". The intent is to determine whether what is being taught is being learned and, if not, how instruction should be modified.

Item Response Theory - Method for scaling individual items for difficulty in such a way that an item has a known probability of being correctly completed by an adult of a given ability level.

Validity - Whether or not a test measures what it purports to measure.

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Predictive Validity - How accurate a test is for predicting some future behavior of learners.

Reliability - How accurately a score will be reproduced if an individual is measured again. Reliability and validity coefficients are categorized as low as 010.49, moderate at .50 to .79 and high at .80 or greater.

Source: Sticht, Thomas G. "Testing and Assessment in Adult Basic Education and English as a Second Language Programs". A report supported by the U.S. Dept. of Education, Division of Adult Education and Literacy and the John D. and Catherine T. MacArthur Foundation to Applied Behavioral and Cognitive Sciences, Inc., San Diego, CA.

COMMONLY USED STANDARDIZED TESTS FOR ADULT BASIC EDUCATION AND ESL

Name	Description	Comments
Adult Basic Learning Examination (ABLE, 1967-86) Published by the Psychological Corp., San Antonio, Texas	Six sections on vocabulary, reading comprehension, spelling, language, number operations and quantitative problem solving Level I - grades 1- 4 Level II - grades 5- 8 Level III - grades 9-12 Locator test available Norm data based on 4,000 adults in 41 states and are reported separately. ABE/GED students, prisoners.	Test revised in 1986 to make content and tone more adult A significant % of questions in the reading comprehension section require background knowledge Many teachers have commented that scores (especially in Level III Math) tend to yield unrealistically high scores
Test of Adult Basic Education (TABE) 1957-87 McGraw Hill, Monterrey, CA	Seven sections measuring vocabulary, reading comprehension, language mechanics/ language expression, spelling, mathematical calculation and mathematical concepts/applications Level I - grades 2- 4 Level II - grades 4- 6 Level III - grades 6- 8 Level IV - grades 8-12 Locator test available Norm data based on 6300 learners in 233 institutions and are reported separately for ABE learners, adult offenders	Test revised in 1986 to make content and tone more adult - however, still distinctly middle class and academic in orientation Lowest level of test frustrating for learners at less than grade 3 skills - total test is long (4.5 hours)
Slosson Oral Reading Test (SORT) Slosson Educational Publications E. Aurora, NY 1963	Learners provided with lists of words and asked to "read aloud as carefully as you can" (total of 200 words) - words go from easiest (cat, boy, work) to hardest (glaze, invincible, repression) - individually administered - scoring is simple and quick - a pause of 5 seconds on a mispronunciation is counted as an error - norm data are presented, indicating grade levels for various total scores.	This instrument was designed for elementary school pupils. The words on the two easiest lists tend to be juvenile, but the rest of the lists are comprised of words commonly used on adults. The instrument is old - newer reading tests use silent reading and several practitioners have noted that some adults are better at reading words in context.

Name	Description	
Wide Range Achievement Test (WRAT-12) CTB/McGraw-Hill Monterrey, CA (1936-1984)	3 scores for reading, spelling and arithmetic - reading section involves recognizing and naming letters and pronouncing words on a list. (89 to 100 items) - spelling involves copying of marks that resemble letters, writing single words that are dictated and writing one's name (51 - 65 items) - arithmetic involves counting, reading number symbols, solving orally presented computational problems and doing written computation (total administration 20-30 minutes - easy to administer).	The WRAT is one of the oldest measures of basic skills and it shows its age. Modern instruments do not rely only on pronunciation of words or measure math skills without word problems - inappropriate for assessing learners' skills in real-life applications of reading but does yield some diagnostic information on decoding and computational skills.
ESL Tests		
Basic English Skills Test (BEST, 1981-87) Center for Applied Linguistics, Washington, DC	Two sections - oral interview section has 50 items and yields five scores for listening, comprehension, pronunciation, communication, fluency and reading, writing - gives learners directions to follow in response to photographs, signs, maps, etc.-questions asked - what are the people in the picture doing, where is a specified object (point to) and what does a given sign mean - a few reading & writing items are included - the literacy skills section assesses reading and writing more thoroughly. One level only. Related to the MELT (Mainstream English Language Training) Student Performance Levels	Test is adult in content and tone first section must be administered individually - scoring is judgmental
The John Test/The Fred Test Language Innovations Inc., 1975-83	Learner is shown 7 drawings depicting events in daily life of John/Fred and asked 2-4 questions concerning each picture - such as "What is on the ...? Is he ...? How do you know?" In Part 2, the learner is told "Now I want you to tell me a story of John's/Fred's	Tone is adult but questions in Part 1 are not always clear from illustrations. Ambiguity in instructions and prompts throughout. Instrument has been used successfully to place students in ESL classes but validity of instrument as a general measure

Name	Description	Comments
The John Test/The Fred Test (Cont'd)	day yesterday. In Part 3, the learner is told "I want you to ask me some questions about John/ Fred. I'll tell you what questions to ask - e.g., - ask me how old he is. Administration takes 10-15 minutes, scoring is moderately complex because it is judgmental and done during process of test.	of oral proficiency is limited because the full range of survival competencies are not included.

Source: Jackson, Gregg B., Measures for Adult Literacy Programs. The Association of Community Based Education and the ERIC Clearinghouse on Tests, Measurements and Evaluations, 1990.

TESTING AND ASSESSMENT ON ADULT BASIC EDUCATION

Section B

Sample Sheets from the following standardized tests

Adult Basic Learning Examination (ABLE)
Test of Adult Basic Education (TABE)
Slosson Oral Reading Test
Basic English Skills Test (BEST)
The John Test (or the Fred Test)

and

A SPECIAL WORD ABOUT MELT (Mainstream English Language Training) Student Performance Levels and how they relate to the BEST test

Melt or Mainstream English Language Training was developed in the Refugee camps in Indonesia and Thailand in the early 1980's. It was developed to organize ESL teaching for refugees in the camps and to coordinate that teaching with ESL instruction in the United States. The Melt package has three components:

1. Ten "Student Performance Levels"

2. A curriculum for ESL instruction

3. The BEST (Basic English Skills Test) test to identify at which student performance level an individual may be.

The Melt package in general, and the BEST test in particular, were field tested in seven demonstration sites throughout the U.S. including the International Institute in Boston.

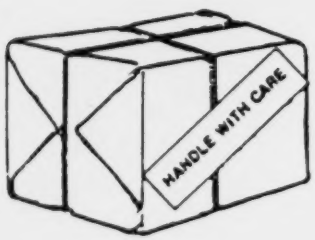
Attached for your information are descriptions of the student performance levels 1-10 and the relating BEST test scores.

SAMPLE

ABLE

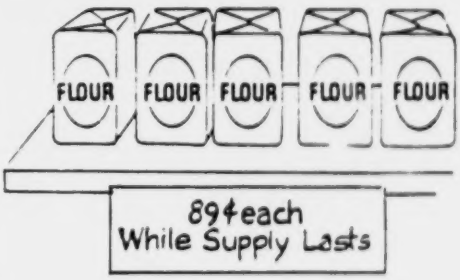
A driver should be ready to stop for

- ○ children.
- ○ animals.
- ○ cars.



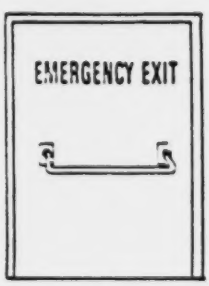
1 This package contains something that

- ○ may break.
- ○ is heavy.
- ○ has a handle.



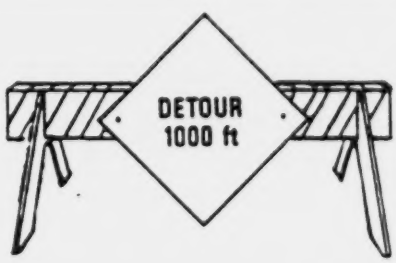
3 For 89¢ you can buy

- ○ one bag.
- ○ three bags.
- ○ five bags.



2 Go out this door when you are

- ○ finished.
- ○ in danger.
- ○ helping.



4 After 1000 feet, you will find out where to

- ○ park.
- ○ go next.
- ○ turn back.

GO ON TO NEXT PAGE►

"Keep a record from year to year" GLOSSON ORAL READING TEST (GORT)

READING LEVEL

SCHOOL GRADE

NAME _____ AGE _____ DATE _____
LAST FIRST MIDDLE

SCHOOL _____

EXAMINER _____

List P (10)	List 1 (40)	List 2 (60)
1. see	1. with	1. game
2. look	2. friends	2. hide
3. mother	3. came	3. grass
4. little	4. horse	4. across
5. here	5. ride	5. around
6. can	6. under	6. breakfast
7. want	7. was	7. field
8. come	8. what	8. large
9. one	9. bump	9. better
10. baby	10. live	10. suddenly
11. three	11. very	11. happen
12. run	12. puppy	12. farmer
13. jump	13. dark	13. river
14. down	14. first	14. lunch
15. is	15. wish	15. sheep
16. up	16. basket	16. hope
17. make	17. food	17. forest
18. ball	18. road	18. stars
19. help	19. hill	19. heavy
20. play	20. along	20. station

List 3 (80)	List 4 (100)	List 5 (120)
1 safe	1 harness	1 cushion
2 against	2 price	2 generally
3 smash	3 flakes	3 extended
4 reward	4 silence	4 custom
5 evening	5 develop	5 tailor
6 stream	6 promptly	6 hazy
7 empty	7 serious	7 gracious
8 stone	8 courage	8 dignity
9 grove	9 forehead	9 terrace
10 desire	10 distant	10 applause
11 ocean	11 anger	11 jungle
12 bench	12 vacant	12 fragrant
13 damp	13 appearance	13 interfere
14 timid	14 speechless	14 marriage
15 perform	15 region	15 profitable
16 destroy	16 slumber	16 define
17 delicious	17 future	17 obedient
18 hunger	18 claimed	18 ambition
19 excuse	19 common	19 presence
20 understood	20 dainty	20 merchant

List 6 (140)	List 7 (160)	List 8 (180)	High School (200)
1 installed	1 administer	1 prairies	1 traverse
2 importance	2 tremor	2 evident	2 affable
3 medicine	3 environment	3 nucleus	3 compressible
4 rebellion	4 counterfeit	4 antique	4 excruciating
5 infected	5 crisis	5 twilight	5 pandemonium
6 responsible	6 industrious	6 memorandum	6 scrupulous
7 liquid	7 approximate	7 whimsical	7 primordial
8 tremendous	8 society	8 proportional	8 chastisement
9 customary	9 architecture	9 intangible	9 sojourn
10 malicious	10 malignant	10 formulated	10 panorama
11 spectacular	11 passive	11 articulate	11 facsimile
12 inventory	12 standardize	12 deprecate	12 suspicious
13 yearning	13 exhausted	13 remarkably	13 contraband
14 imaginary	14 reminiscence	14 contrasting	14 envisage
15 consequently	15 intricate	15 irrelevance	15 futility
16 excellence	16 contemporary	16 supplement	16 enamored
17 dungeon	17 attentively	17 inducement	17 gustatory
18 detained	18 compassionate	18 nonchalant	18 decipher
19 abundant	19 complexion	19 exuberant	19 inadequacy
20 compliments	20 continuously	20 grotesque	20 simultaneous

SCORE

List P _____
List 1 _____
List 2 _____
List 3 _____
List 4 _____
List 5 _____
List 6 _____
List 7 _____
List 8 _____
List H.S. _____

Raw Score _____

(Total number of correct words including the words below

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STUDENT PERFORMANCE LEVELS — ABBREVIATED VERSION

0	No ability whatsoever. Best 0-8		
I	• Functions minimally, if at all, in English Best 9-15	• Can handle only very routine entry-level jobs that do not require oral communication, and in which all tasks can be easily demonstrated.	• A native English speaker used to dealing with limited English speakers can rarely communicate with a person at this level except through gestures.
II	• Functions in a very limited way in situations related to immediate needs Best 16-28	• Can handle only routine entry-level jobs that do not require oral communication, and in which all tasks can be easily demonstrated.	• A native English speaker used to dealing with limited English speakers will have great difficulty communicating with a person at this level.
III	• Functions with some difficulty in situations related to immediate needs Best 29-41	• Can handle routine entry-level jobs that involve only the most basic oral communication, and in which all tasks can be demonstrated.	• A native English speaker used to dealing with limited English speakers will have great difficulty communicating with a person at this level.
IV	• Can satisfy basic survival needs and a few very routine social demands Best 42-50	• Can handle entry-level jobs that involve some simple oral communication, but in which tasks can also be demonstrated.	• A native English speaker used to dealing with limited English speakers will have difficulty communicating with a person at this level.
V	• Can satisfy basic survival needs and some limited social demands Best 51-57	• Can handle jobs and job training that involve following simple oral and very basic written instructions but in which most tasks can also be demonstrated	• A native English speaker used to dealing with limited English speakers will have some difficulty communicating with a person at this level.

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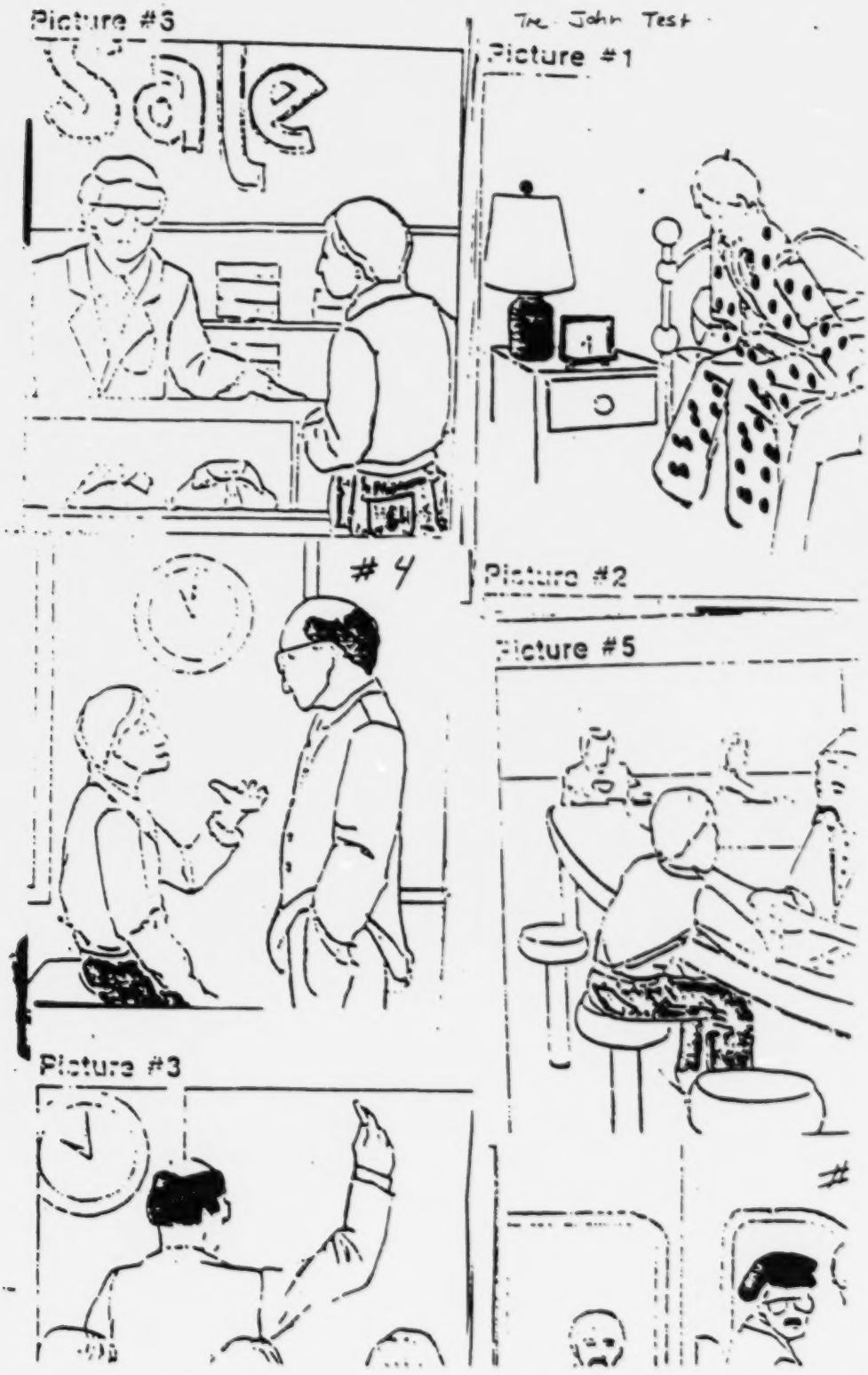
VI	• Can satisfy most survival needs and limited social demands Best 58-64	• Can handle jobs and job training that involve following simple oral and written instructions and diagrams	• A native English speaker not used to dealing with limited English speakers will be able to communicate with a person at this level on familiar topics, but with difficulty and some effort.
VII	• Can satisfy survival needs and routine work and social demands Best 65+	• Can handle work that involves following oral and simple written instructions in familiar and some unfamiliar situations	• A native English speaker not used to dealing with limited English speakers can generally communicate with a person at this level on familiar topics.
VIII	• Can participate effectively in social and familiar work situations		• A native English speaker not used to dealing with limited English speakers can communicate with a person at this level on almost all topics.
IX	• Can participate fluently and accurately in practical, social, and work situations		• A native English speaker not used to dealing with limited English speakers can communicate easily with a person at this level.
X	• Ability equal to that of a native speaker of the same socio-economic level.		



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INSTRUCTIONS FOR ADMINISTERING THE JOHN AND FRED TESTS

You may begin by asking the student a few factual questions such as name, native country, length of time in this country, in order to put the student at ease. If you find that the student cannot respond, and you feel s/he knows no English, there is no need to continue the test.

Part I

1. Prop the pictures up so that the student can see all of the pictures but cannot see you marking the score sheet.
2. Point to John/Fred in each picture and say to the student: "This is the same person in each picture. His name is John/Fred. First, I'm going to ask you some questions about each picture. All right, look at Picture 1." As you move from picture to picture, remember to say, "Look at Picture... ."
3. Read each question with normal speed and intonation, and repeat the question once if the student asks for it. If you do repeat, mark "R" next to the question on the score sheet. Do not slow down or rephrase the question, or repeat a question more than once. If the student hesitates for more than a couple of seconds or asks for a second repeat, say, "That's all right; let's skip that question." The student has obviously not understood the question, and comprehension is what this section is assessing.

Part II

1. Gesture to all the pictures in front of the student and say, "Now I want you to tell me the story of John's/Fred's day YESTERDAY. For example, yesterday he got up, then... ."
2. Listen while the student is talking. When s/he finishes, judge and mark the score for each item on the score sheet under Part II. (Cf., Scoring Section.)

Part III

1. Say, "I want you to ask me some questions about John/Fred. I'll tell you what questions to ask. For example, ask me how old he is."
2. Wait for the student to respond. If s/he does not seem to understand, supply the question and give another directive, "Ask me how tall he is." If the student still does not understand what to do, discontinue the test.

SCORING

Parts I and III: The possibilities are 0, 1 and 2.

0: If the student cannot answer the question at all, if the answer indicates that s/he did not understand the question, if s/he pauses more than a few seconds before answering, or if s/he asks for a second repeat.

1: If you feel the student has understood the question but s/he has made a mistake or mistakes in the answer.

2: Only when the answer is completely right. Note, however, that a "right" answer may be no more than one word. If it is what a native speaker of English would say, it is correct. Thus, in answer to the question, "Is John sitting on his bed?" the student would get a 2 with "Yes," "Yes he is,"

TESTING AND ASSESSMENT IN ADULT BASIC EDUCATION

Section C

Alternative Assessment Methods includes

1. Article on Alternative Approaches to Assessment and Evaluation
2. Samples of some Alternative Assessment
   - o The Progress Profile
   - o ALBSU - Initial Assessment of Reading Skills

SABES System for Adult Basic Education Support

Contact:
Lou Setti
Clearinghouse Coordinator

WORKING PAPER #1

Alternative Approaches to Assessment & Evaluation

by Loren McGrail

Central Resource Center World Education 210 Lincoln St Boston MA 02111 Tel.617-482-9485 Fax 617-482-0617

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In recent years the subject of testing and assessment in adult literacy and education has become a focus of growing concern, both nationally and locally. Decisions about the nature and purpose of assessment are critically important to literacy policy and practice at all levels. Adult learners, teachers, administrators, and funders all agree that what programs choose to assess and the methods they employ affect the quality of the teaching and learning. Assessment in adult literacy is a central issue with high stakes. "*The authority vested in these tests can determine the way programs are developed, what is taught, and the climate of teaching and learning. It shapes legislation and funding policies of public and private agencies. It is tied to welfare eligibility for young parents. It drives government job training programs. It can deny entry into military, or crucial access to a diploma or a job* " (Business Council for Effective Literacy newsletter).

The Mandate

In April of 1988 Congress passed legislation which called for the use of standardized tests to evaluate all ABE and ESL programs funded under the Adult Education Act. These Adult Education Amendments (Public law 100-97) and the implementing regulations of the U.S. Department of Education (August 1989) require that the results of standardized tests be used as one indicator of program effectiveness and that at least a third of local programs which apply for federal ABE funds* should be evaluated through the use of standardized tests (see BCEL newsletter No.22 January 1990).

While the federal mandate for standardized assessment in ABE and ESL is objectionable to many, it is also a sign that adult education has come of age, for the need for accountability often accompanies the investment of significant resources.

The mandate, however, also highlights the growing concern of literacy practitioners, theorists, and test designers about what standardized tests actually test and for what purposes. As standardized tests have come into sweeping use, so have complaints about them and their validity. For many the most important question is, do the test results tell us anything of real value either about learner progress or program effectiveness?

> *The teachers evaluated me to find out how much I knew and compared me with the rest of the class. It made me feel small.*
>
> *Carmen Ferino*

The Debate

The use of standardized testing in adult literacy programs most likely derives in part from their relative ease of administration and what is viewed by some as their reliable and

* Administered in Massachusetts by DOE

objective quantitative data on the achievement, abilities, and skills of students, data that is free from individual judgement. Because the tests and the conditions are (theoretically) constant, they are thought to be useful indicators of progress over time (pre and post testing). And thus by extension, they are thought to be useful indicators of program effectiveness.

According to Susan Lytle of the University of Pennsylvania, the chief spokesperson and advocate for alternative forms of assessments, these charges of "quantifiable and reliable data" for program evaluation are questionable at best. For Lytle (1988), the equation of learner progress assessment -- defined as increased reading levels -- with program effectiveness is problematic for two reasons:
1) it ignores other legitimate criteria for evaluating a literacy program like the quality of the curriculum; teaching; or it's connection to significant social issues relevant to students lives and interests, and 2) it fails to recognize that increases in reading levels have little to do with the way adults live and use literacy in the real world.

So despite the relative ease of administrating tests, few adult educators are satisfied with the quality of information revealed and many more are deeply dissatisfied with the effects such testing has had on teaching and learning. In the special 1989 issue on Alternative Assessment from the Literacy Assistance in New York this grievance was articulated clearly, "There seems to be considerable agreement among adult literacy practitioners that the TABE (whether it be the 1976 or 1987 edition) is not only an inappropriate instrument for individual assessment, but it does not inform the teaching and learning process, and it in fact may act to discourage students as they re-involve themselves in the educational process."

Other practitioners and theorists agree with Lytle and Johnston (1986) that by assessing only decontextualized subskills like word recognition, paragraph comprehension, and vocabulary, we fail to measure the ways in which adult learners already can and do use literacy in their daily lives. Still others argue that because the tests focus on product rather than process, they tell us very little about the affective or metacognitive factors in literacy acquisition.

Even Dr. Thomas Sticht in his report, Testing and Assessment in Adult Basic Education and English as a Second Language Programs to the U.S. Department of Education advocates that "It may desirable to separate testing for program accountability from testing for instructional decision making." His advice should provide some guidance to literacy and ABE programs caught in the eternal conflict of how to be accountable to the funders and the public in some kind of quantifiable way and how to create ways for teachers to use assessment tools and processes that are an integral part of teaching and learning that can inform curricula.

The call for alternative forms of assessment is coming from all directions including many mainstream and professional organizations and educators such as the Board of Directors of the International Reading Association who issued the following statement (1988): "Reading Assessment must reflect recent advances in the understanding of the reading process. The IRA is

concerned that instructional decisions are too often made from assessments which define reading as a sequence of discrete skills that students must master to become readers. Such assessments foster inappropriate instruction."

Alternative Assessment Approaches/Tools

How is student assessment conducted?
- oral interview
- tests (what kind? standardized/program-developed?)
- performance standards (measure of competencies)?
- collections of student work (writing samples)?
- observation of classroom interactions?
- self-report
- ongoing documentation (teacher reports)?

What counts as progress?
- reading level gains?
- test scores?
- affective gains in self-confidence, etc.?
- ability to use language/literacy outside the class?
- ability to make personal, family, school, classroom and/or community changes?

(Auerbach 1990)

A few key principles guide what constitutes an alternative form of assessment. The first is that it must be "program-based" and "learner-centered". The second is that it should help the learner achieve his or her goals. In other words what is assessed must reflect what the learner wishes or needs to accomplish. Third, the process must build upon the learner's strengths, not deficits; it must be a process that is done with the learner and not to the learner. Fourth, assessment should be part of the learning experience- an on-going collaboration between the teacher, the learner, and the text, to review, and refocus what should take place in light of progress being made. Fifth, it should not depend upon a single procedure but a variety of procedures. And most important it should provide feedback that will make programs more effective. (BCEL newsletter, January 1990)

By definition, learner-centered assessment differs from program to program, teacher to teacher, and learner to learner. However, a tool kit of assessment procedures (Hemminger, 1988) that communicates respect for adults for what they bring with them to the learning experience and for why they have come to might include some of the following:

In-take or start-up activities to get a sense of student strenghts, interests, goals and needs coming a program. These initial interviews can be helpful in planning lessons as well as providing data about what students can already do with language and literacy and how they think about it. They

can be done at the beginning of a cycle (pre-instruction placement tool) or they can be integrated into instruction.
- informal interviews
- reading samples
- writing samples
- goal-setting activities

Along the way in-class activities that document learning as it takes place. These activities are integrated into instruction on a regular basis.
- Journals kept by students
- Journals kept by teachers
- Portfolios or writing folders
- Anecdotes

Activities at the end of the cycle that reflect learning, teaching, curriculum and program design. They often involve both teachers and learners together.
- Student self-evaluation charts or check lists
- Peer interviews
- Student-Teacher Conferences
- Class or Program Evaluations

<u>The Future: Directions and Implications</u>

The alternative assessment movement is based on learner-centered or participatory approaches to adult education along with recent cross-cultural and ethnographic research. The research provides support for the notion of "many literacies" or "multiple literacies"-- diverse literacy practices where by which learners connect literacy to their everyday life and find ways to determine for themselves the conditions under which they will use reading and writing. Brian Street, Shirley Brice Heath and Scribner and Cole, by focusing on the social, political, and economic nature of these practices, tell us how standarized tests don't reflect universal literacy but rather "attribute value to particular literacy conventions."

The measurement of these conventions (standarized tests) are what funders and legislators use to determine program accountability and effectiveness. Lytle believes this is due in part to the fact that they lack good information about the qualitative effects of programs on learner's lives. She advocates two basic strategies to remedy this situation. The first is to invite wider participation in the conversation about alternative learner-centered assessment. The second is to conduct program-based practictioner research simultaneously across the country to strengthen these new conceptual frameworks and to exchange and critique innovative practices. Auerbach concurs with Lytle that the cornerstone of qualitative research is documenting what happens when it happens,or the teacher's ability to know the students, and to notice and record their development in a variety of areas.

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INTRODUCTION TO PROGRESS PROFILE

The Progress Profile provides a framework to plan and check your personal progress in reading and writing. It will help you plan your work and decide how it is going.

The Progress Profile consists of two linked parts and a set of prompt cards.

Part I 5 Questions

1. Where do I want to go?
2. What do I need to learn?
3. How am I going to get there?
4. How far have I got?
5. Where to next?

These 5 Questions will help you and your tutor work out your aims, set goals and plan the work you need to do. They will help you decide how to recognise your progress and what you are going to do next.

You will use the questions again, but each time you will be at a different starting point. Your aims and goals will be different. This is what progress is about.

The 5 Questions are linked to the Progress Review.

Part II Progress Review

This provides a 'see at a glance' record of progress over about 40 hours of work. It gives a summary of the work you have done and asks you to think about how you can use your reading and writing.

The Progress Review will illustrate your progress clearly and simply. It will be useful to you, your tutor and anyone else you need to show it to.

Part III Prompt Cards

The prompt cards are to help you and your tutor choose what you want to work on. In the Progress Profile the things you want to work on are called GOALS. Goals are easier to work on if you break them down into smaller parts. These are called ELEMENTS.

There are blank cards for you to write your own goals and elements because everyone has their own ideas about what they need to do and what they can already do.

The blank cards mean that you can write your goals and elements in your own words.

Use the Progress Profile in ways that suit you to map your progress.

GUIDELINES TO THE 5 QUESTIONS

3. How am I going to get there?

Work out which elements you want to work on first and which will come later.

To work on now	To work on later
– Break words down. – Find ways of remembering spellings. – Use cover/write/check method	– Increase my confidence at having a go.

Write down any resources, (books, forms etc) you think you may need.

List the resources you can get hold of yourself

– My own writing dictionary

YOU AND YOUR TUTOR WILL PROBABLY HAVE MORE IDEAS FOR RESOURCES AS YOU WORK.

How will I know I've got there? This question asks you to think about how <u>you</u> are going to recognise when you have achieved your goal.

I will know I've got there when . . .

– I can write a letter without mistakes.
– I feel more confident and don't get so flustered about my spelling.

4. How far have I got?

After a few sessions of working, look back at your work and your original goal. What do you think about your progress? How do you feel about it? Write this down. Write down any extra things that you can now do as a result of your learning.

My Comments
Write down what you feel more confident about

– Having a go and not minding if there is a mistake.

. . . and what you are still unsure of.

– Breaking down words.

Your tutor is asked to comment as well.

Discuss how you both feel about your work so far. Decide if you want to add or change anything.

5. Where to next?

This section links this set of 5 Questions with your next set. It links the work you have been doing with what you are going to do next. Although the 5 Questions are repeated your answers and work will be different.

ALBSU

Adult Literacy & Basic Skills Unit

Initial assessment of reading skills

When Sue McCulloch, from Warrington ABE scheme, attended a training day in Liverpool on initial assessment, she realised that, with the variety of calls on their time, many literacy workers had not had time to work out a form of initial assessment of reading. In this article, Sue sets out some ideas as starting points, particularly for those who are relatively new to adult literacy work. She describes the materials which she uses, outlines the thinking behind her approach and provides information on how to administer the assessment.

In the next newsletter the insert will be concerned with assessment based on cloze procedures. Readers may also be interested in the research on assessment of progress which started in October (mentioned on Noticeboard).

1. Choice of material

The assessment sheets are made up of 5 different tasks, each one simulating a real-life task an adult may have to cope with in everyday life:

1. a set of instructions,
2. an informal postcard,
3. a straightforward form,
4. a continuous passage of fiction,
5. a non-fiction passage from which information may be taken.

2. Levels of difficulty

(a) There are differences in the level of difficulty between the sheets, e.g. sheet 1 is obviously easier than sheet 4. But students will respond variably to the sheets depending on individual strengths and weaknesses in past reading and life experiences. Each reading task has its own context which will be more or less familiar to individuals so that the way any one person responds to the tasks will be unique.

(b) It could be important therefore, for even apparently competent readers to attempt all the passages. This could highlight particular difficulties a student might have e.g. with the structure and vocabulary of forms.

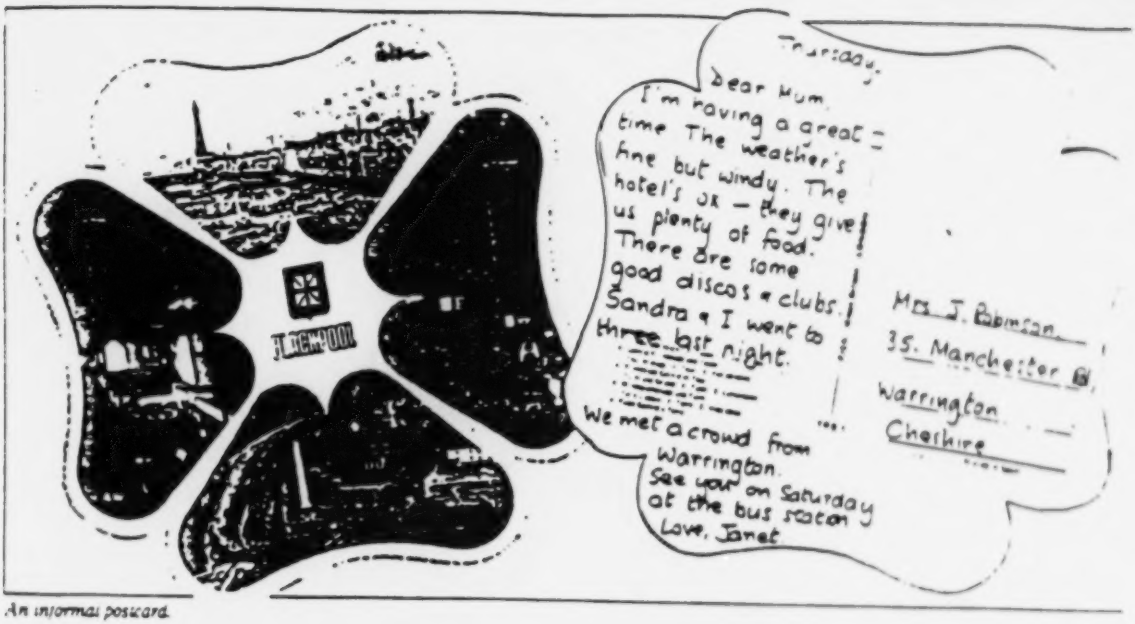
(c) A reader who has difficulty in doing any of the first 4 tasks will have problems in coping with the day-to-day literacy demands society makes of him or her.

A reader who can read passage 5 satisfactorily will be able to cope

How to make a cup of coffee.

1. Fill the kettle with water.
2. Plug the kettle in. Switch it on.
3. Put a teaspoon of coffee into a cup.
4. Switch the kettle off when it has boiled.
5. Pour the water on the coffee.
6. Add milk and sugar if you like them.
7. Stir the coffee and drink it.

A set of instructions.


BLACKPOOL
Thursday
Dear Mum,
I'm having a great time. The weather's fine but windy. The hotel's OK – they give us plenty of food. There are some good discos & clubs. Sandra & I went to three last night.
We met a crowd from Warrington. See you on Saturday at the bus station
Love, Janet
Mrs J. Robinson
35, Manchester St
Warrington
Cheshire

An informal postcard.

with most reading of an everyday nature. (barring technical jargon and "officialese" which can cause difficulty to most people!)

3. Variables which will affect a reader's performance:

(a) within the text

1. *Vocabulary* e.g. length of word, position within a sentence, proportion of commonly read words to more unusual words.
2. *Sentence structure* e.g. simple or compound.
3. *Structure of the whole text* e.g. whether meaning is carried over sentences and paragraphs or not (compare sheet 5 with sheet 1).
4. *Content* e.g. the familiar nature of the instructions compared with the less familiar story of sheet 4.
5. *Layout* e.g. the cryptic nature of the form.
6. *Print style* e.g. size, type.
7. *Written style* e.g. the familiar, informal style of the card compared with the more formal narrative style of the non-fiction passage.

(b) within the reader

1. *Confidence:*
   - i. in themselves in general
   - ii. in the assessor
   - iii. in reading aloud (a difficult task even for competent readers).
2. *Familiarity with the types of reading task.*
3. *Oral language* how sophisticated is it?
4. *Basic reading skills:*
   - i. basic sight vocabulary
   - ii. knowledge of phonic blends
   - iii. ability to tackle longer words
   - iv. ability to make sensible guesses.
5. Eyesight and hearing or other *physical factors.*

4. Diagnostic use of the sheets

1. Some of the above variables can be assessed at the initial assessment although many will only be revealed gradually as tuition progresses and trust is built up between tutor and student.
2. Errors may be recorded while the person is reading to be used as the basis for discussion with him/her as to why the mistakes were made. Adults are often very insightful about their own strengths and weaknesses in reading.
3. Discussion may also reveal information of a wider kind which may be useful for subsequent tutoring e.g. reading preferences, reading needs.

N.B. The nature of the information obtained from the reading will depend on what the assessor is looking for – we only see as much as our own concept of what literacy is allows us to. Therefore, it's important that the assessor recognises that s/he has an impact on the assessment procedure.

Administering the assessment

1. The reader must feel as relaxed as possible with the assessor. Ideally, the assessment should be done by someone familiar and trusted by the reader and in a situation which does not smack of a test.
2. Throughout, it's essential to explain what is happening and why, particularly if the assessor is going to write down notes while the person is reading – this is very distracting.
3. Before each text is given, the assessor should give an introduction to it so that the context is established for the reader. This is true to life as we rarely have to read anything without knowing something about it first – unlike usual test situations.
4. The assessor should also mention that after the reading s/he will ask questions about the passage to check that the reader has

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Passage 1 "How to make a cup of coffee"

This passage is intended to build the adult's confidence. The familiarity of the subject means that even the beginner reader will be able to tackle it. If a reader does struggle over the first couple of sentences, tell them it doesn't matter but ask them to read the labels on the illustrations. They *will* be able to do this so they they will not have failed completely.

Introduction

- "This is a page from a recipe book about how to make a cup of coffee."

Comprehension questions:

- "What sort of kettle do they tell you to use – gas or electric?"
- "Do you make coffee like that?"

Passage 2 A Postcard

Introduction

- "This is a postcard from a young woman to her Mum. She's on holiday." If possible, make this personal to the reader, e.g. she might have a daughter of her own who could have sent such a card.

Comprehension questions:

- "What's the weather like?"
- "Where do the girls go in the evenings?"
- "Is it the sort of thing you'd like to do on holiday?"

Passage 3 The Form

Full name (caps): _____

Christian names: _____

Surname: _____ Male/Female ☐ ☐

Single / Married / Divorced / Widowed
(delete as appropriate)

D.O.B. ____ Day ____ Month ____ Year

Nationality: _____

Town of birth: _____

Full Home Address: _____

_____

Tel no: _____

No. of dependants under 18 yrs: ____

Have you applied previously? _____
(yes / no)

I declare that to the best of my knowledge the information as given by me is correct.

Signed: _____ Date: _____

A straightforward form.

Introduction

- "This is the sort of form you might have to fill in to get Bene It asks you basic things about yourself. See what you can and fill in."

Comprehension questions:

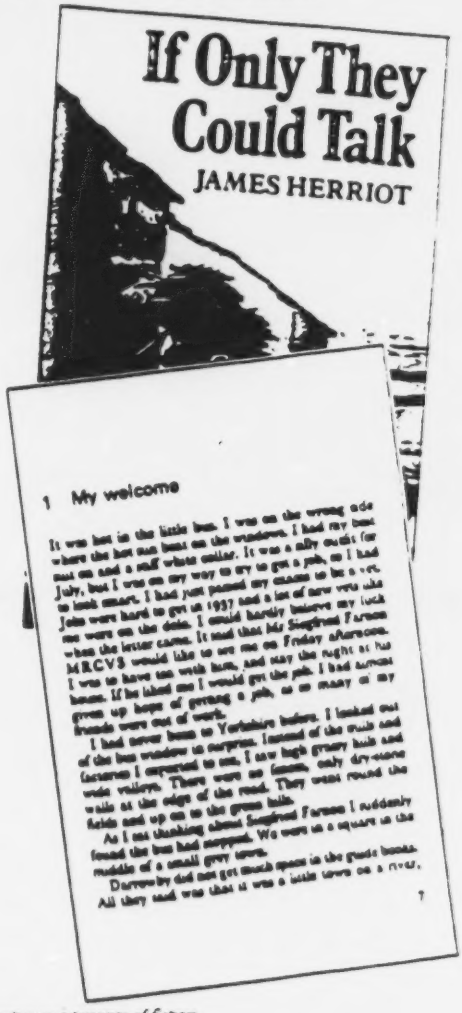
- These will be asked as the reader goes through the form.
- If they cannot respond to a particular word, even if they h read it, check that they know the meaning of the word.
- If you have to read some of the words for the reader, ask if t know what they mean.

(This will also give some information about the reader's writ ability although other written tasks would have to be completed give a full picture. Nevertheless, some information about reader's spelling and handwriting can be observed. *See passag below too).*

Passage 4 The Novel

Introduction

- "This is a slightly simplified version of a book you might h heard of, or you might have seen the series on TV. It's called Only They Could Talk' by James Herriot."



A continuous passage of fiction.

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- Say a little about what it's about depending on how the reader responds and then ask them to read some of the first page.

Comprehension questions:

- "How was the man travelling?"
- "Why was he going to Yorkshire?"
- "Why was he surprised to see grassy hills?"

Passage 5 The Newspaper

Introduction

- Have a copy of the most up to date local newspaper available.
- Talk about recent local news and find out what the reader may be interested in.
- Ask them to read an appropriate article, either out loud or silently.

Comprehension questions:

- Ask one or two factual questions, then some to elicit the reader's own views about the article and the author's view.

(You could use this as the basis for an assessment of the Reader's written skills by e.g. asking them to write a letter in response to what they've read).

An example of non-fiction.

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TESTING AND ASSESSMENT IN ADULT BASIC EDUCATION

SECTION D

BIBLIOGRAPHY FOR FURTHER READING ON TESTING AND ASSESSMENT

THESE PUBLICATIONS ARE AVAILABLE THROUGH ERIC (PUBLICATION NUMBERS ARE INCLUDED) AND MAY BE ORDERED FROM:

ERIC - AMERICAN INSTITUTE FOR RESEARCH
3333 K ST., NW, WASHINGTON, D.C. 20007

COPIES OF THESE ARTICLES MAY ALSO BE FOUND IN YOUR SABES MATERIALS RESOURCE CENTER

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Assessment Role Play: *Standardized Test Demonstration*

Instructions for person playing tester:

Introduce yourself, ask about learner, the learner's background, why learner came to the program, what learner reads in everyday life, what kinds of things learner would like to read, what the learner's goals are, etc. (2 min.)

Explain to learner that you are going to test him/her on reading because there are classes at several levels within your program and you want to be sure that the learner gets into a class which isn't too easy or too hard for him/her. Remind the learner that this is not a test that the learner can fail. Mention that it seems to you from what the learner has told you that s/he already can read some things, so you aren't going to begin with the easiest list, so if the learner can't read every word, that's perfectly fine. Give the learner the sheet of paper with the lists of words on it. Say exactly:

"I want to see how many of these words you can read. Please begin here (indicate the first list) and read each word aloud as carefully as you can. When you come to a difficult word, do the best you can and if you can't read it, say 'blank' and go on to the next one."

Be friendly and smile throughout the test. Show non-verbal encouragement to the learner, but do not assist the learner in reading the words.

On your copy of the lists, make a check every time the learner says the word right and an "x" when they say 'blank'.

If the learner hesitates on a word for more than five seconds, either:

say 'blank' for him, *or*

say the number of the next word and mark an "x" on your copy.

When the learner gets to number 3 on the last list, say: "Look quickly down this list and read the words you think you know." When the learner indicates he doesn't know anymore, tell the learner that s/he did very good and that the test is finished, and that you are going to figure out the score.

Silently, begin to count the number right and act as if you are figuring out the score.

Tell the learner what you think his/her strengths are. Explain that you think the learner is ready for a class that is Level 1, and that there is a class at that level that the learner could join which meets Tuesday and Thursday nights for 2 hours. Be friendly; ask the learner if s/he has questions, can she come to the class, etc. End the demonstration.

Assessment Role Play: *Standardized Test Demonstration*

Instructions for person playing learner:

You are a potential learner who has come to the adult learning center because you never finished high school and you would like to get your GED. You are a single parent of two children and you work full-time. You would like to get a better job or a promotion so you can provide better for your children. You'd like them to go to college someday, and you don't want to feel ashamed in front of them that you can't read very well. You have a difficult time reading the newspaper, complicated forms, and some of the more technical things that are on the bulletin board at work, but you can read signs, menus, recipes and simple instructions. You'd like to be able to read the newspaper and magazines, as well as work-related material.

The person playing the "tester" will talk to you for several minutes about your school background and your reason for coming to the program. S/he'll ask you what you like to read and what you think your reading skills are. Use the above information as a guide in answering and make up any other information about yourself depending on what the interviewer asks.

The tester will explain that s/he wants to test your reading ability. Just follow the directions the tester gives you.

On the sheet of paper, you will see 3 lists. Every list will have some English words, some partial words and some words that say "blank". Read whatever words are on the page. Near the words will be some directions in parentheses, e.g., (wait 5 seconds) or (shake your head) or (slowly). Just follow these directions.

The tester will tell you when the test is finished. Wait for the tester to tell you how you did.

The tester will tell you that you can join a class at Level 1. S/he'll tell you when the class meets. Indicate that you can come to the class if you can get someone to watch your kids. The tester will then end the demonstration.

Assessment Role Play: *Standardized Test Demonstration*

Instructions for person playing learner:

List 1

1. game
2. *(slowly)* around
3. *(slowly)* suddenly
4. lun...loon....blank
5. hee...haiv...I don't know
6. blank

List 2

1. *(slowly)* evening
2. gro..grav.....blank
3. osh...oke....blank

List 3

1. har....harn....I don't know
2. ser...ser...seery....blank
3.

The tester will here ask you if you can read anything else on the list.
Look at this sheet for 10 seconds, then say no.

(These are words from the actual Slosson test.)

Assessment Role Play: *Alternative Test*

Instructions for person playing learner:

You are an ABE learner who has come to the adult learning center because you never finished high school and you would like to get your GED. You are a single parent of two children and you work full-time. You would like to get a better job or a promotion so you can provide better for your children. You'd like them to go to college someday, and you don't want to feel ashamed in front of them that you can't read very well. You have a difficult time reading the newspaper, complicated forms, and some of the more technical things that are on the bulletin board at work, but you can read signs, menus, recipes and simple instructions. You'd like to be able to read the newspaper and magazines, as well as work-related material.

The interviewer will talk with you about yourself for a few minutes. S/he'll ask you about your goals, why you came to the program, what you like to read, etc. Answer according to the information above and make up any other answers according to the questions you are asked.

The interviewer will then explain about the test. The items you'll be shown will include some directions for making coffee, a postcard, a form, a story written by another learner, and a page from a newspaper.

You will be asked which of these things you would like to read. Choose the story. It has been altered to make it difficult to read. After you struggle with it for awhile, tell the interviewer that you want to read something else.

Choose the form. Talk aloud as you fill it out, slowly. You can ask the interviewer for clarification of items.

In order to keep the role play short, the interviewer will indicate to both you and the "audience" that 15 minutes time has passed. When she indicates that, you should go to the final item on the form and finish that aloud.

She'll tell you how good you did and look over your form. As she reads it silently, pick up the post card and read it aloud, fairly easily. The interviewer will praise you, then tell you about some classes available at the center. Then she'll ask if you want to go over your form with her to see how you did. Answer yes, and look at the form. S/he'll stop the demonstration there.

Assessment Role Play: *Alternative Test*

Instructions for person playing interviewer:

Introduce yourself, ask questions about learner's goals and background, ask what the learner likes to read everyday. Ask questions about why the learner wants to study, what kinds of things the learner is interested in reading better, what the learner's main goals are for the future, etc.

Tell the learner that in order to find out what classes or instruction would be the most helpful to the learner, you'd like to know more about the learner's reading/writing skills. Remind the learner that this is not a test that s/he can fail, it's just a way to get started. Explain that you have a few items with you and you'd like the learner to choose something s/he would like to read. If the learner starts to read something that s/he doesn't like or that is too hard, the learner can choose something else. Explain what each item is. Make each item personal, if possible (i.e., "do you get postcards from friends travelling?")

The learner will choose the story but will have a very hard time reading it. After one minute of struggling, the learner will indicate that s/he wants to read something else. Prompt the learner to do this, if need be.

The learner will choose the form. S/he will begin to work slowly on it, maybe asking your help. Give what assistance you can but encourage the learner to guess. After two items, show to the audience and the learner a sign that says "15 MINUTES LATER". Silently point to the final item on the form, thereby indicating that the learner should skip to that.

The learner will finish the last item aloud. Praise the learner and explain that you are going to look over the learner's work. As you are looking at the form, the learner will pick up the postcard and read it, easily. Again, praise the learner and ask a comprehension question or two.

Explain to the learner that you think there are some good classes here at the center that would be helpful to the learner that meet 3 nights a week for 2 hours a night. Ask the learner if s/he would like to go over the form with you to get feedback about how s/he did. The learner will say yes, you both look down at the form, then you should stop the demonstration.

Assessment Role Play: *Alternative Test*

Props for alternative assessment role play:

1. instructions for making coffee
2. postcard
3. form *(below)*
4. learner-generated story *(below)*
5. page of the newspaper (not included here; facilitator should bring to the orientation)

FORM

Name .....

Address .....

.....

.....

Telephone Number .....

("15 minutes later" sign; go to date below)

Date ....
Signature

✂ - - -

How to make a cup of coffee.

1. Fill the kettle with water.
2. Plug the kettle in.
   Switch it on.
3. Put a teaspoon of coffee
   into a cup.
4. Switch the kettle off when it
   has boiled.
5. Pour the water on the coffee.
6. Add milk and sugar if you
   like them.
7. Stir the coffee and drink it.

A set of instructions.

From ALBSU Newsletter. "Initial Assessment of Reading Skills." Autumn, 1987.

Thursday.
Dear Mom,
I'm having a great time The weather's fine but windy. The hotel's ok – they give us plenty of food. There are some good discos & clubs. Sandra & I went to three last night.
We met a crowd from Warrington.
See you on Saturday at the bus station
Love, Janet
Mrs J. Robinson
35. Manchester Rd,
Warrington
Cheshire

From ALBSU Newsletter. "Initial Assessment of Reading Skills." Autumn, 1987.

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Quick Class Evaluation Ideas

Ask learners to:

1. State/list 2-3 adjectives to describe the class.

2. Rate the class on a scale of 1-10 with 1 representing very negative feelings and 10 representing very positive feelings.

3. Identify:
   – the most meaningful or most useful part of the class.
   – least useful/least meaningful part.
   Why?

4. Identify what made it easy to participate and what made it difficult.

5. State/list what they have learned here today that they can use tomorrow in their work life. Ask what they have learned that will take more time to integrate.

6. State/list appreciations, resentments, or regrets that they would like to express before leaving.

7. State/list some tools/skills/ideas they now have that they did not have when the class began.

8. Identify when they had the most/least energy during the class.

9. Graph how their energy level changed during the course of the class.

10. State/list what they liked most/least about the class.

11. If they were responsible for designing and teaching the class, what activities they would have kept, omitted, and added.

12. Complete statements like:
    I learned that ...
    I was surprised that ...
    I was displeased that ...
    I was pleased that ...
    I feel badly that ...
    I was disappointed ...

Alternative *(Supplemental)* Assessment Methods

Methods for assessing learner progress and program outcomes that do not use standardized tests.

Methods	Examples of Factors to Assess
• Interviews	Reasons for entering program; Objectives, pre-program reading, writing, math behavior; Post-program changes in behaviors; Children's education behaviors pre- and post-program
• Ratings	Estimates of skill levels by self, teachers, others pre- and post-program; changes in self-esteem
• Portfolio development	Collections of writing; lists and collections of materials read; lists of real life tasks completed
• Performance Samples	Reading aloud; evaluating recordings with peers and teachers; class presentations; community activities

Source: "Testing and Assessment in ABE and ESL Programs", Thomas G. Sticht, Applied Behavioral and Cognitive Sciences; San Diego, CA.

NOTES: Tips/Strategies on Student Self-Assessment

Prepared by Lenore Balliro - ALRI

Learners:

If students' goals are too broad or too far-reaching, one focus of instruction is to help students modify/specific goals. For example: "I want to learn English (in 14 weeks) becomes "I want to be able to talk to my boss/kids/grandchildren." Or: "I want to read everything" becomes "I want to read notes from my children's teachers," etc. As instruction progresses, learners should be allowed to change their goals as new opportunities are made available to them ("I want to read poetry and short stories; I want to write a letter to the newspaper to express my opinion...")

If students are to be engaged in self-assessment, they need to be trained in doing so:

"Technical training": Learners need to build up criteria for success and failure.

"Psychological Training": Learners need help in modifying pre-conceived notions that they have about learning (e.g., reading is decoding, look up every word in the dictionary if you don't know it, etc.)

Learners need to be guided in assuming more responsibility for their learning.

Student assessment has to be introduced gradually, possibly from the very beginning of instruction.

How:

Assessment should include real life use/interaction...How? Give task-oriented assignment outside the classroom, then have feedback/report back.

Weekly meetings with entire class: How's it going? What did you like/not like this week? (See student assessment questionnaires for specifics)

Oral reports from students about their real-life language interactions in English: Where did you use English this week? What happened? Teachers can also assign "homework" tasks to encourage risk-taking; e.g., "Call Star Market and see what time they close."

Dialogue journals: Learners record classroom experiences and/or interactions with native speakers during the day/week and assess their own progress in using the language. (This can be build into the last 15 minutes of class.)

Checklists: "I can_____" (based on original learning goals). "I want to_____."

Video or audio recordings: initial interview/later interview; video of interactive event with analysis and feedback.

Teachers:

Need to be familiar with ways of collecting and analyzing samples of language, reading and writing
performance.

Need to establish criteria for observing and analyzing progress (see samples from Toronto kit, IIRI/Isserlis, Grammatical Competence, Sociolinguistic Competence, Discourse Competence, Strategic Compentence...)

How:

Recycling of work: teachers observe changes in learner's performance (tapes/papers), portfolio shared with student during conference.

Short "progress tests" devised by teacher.

Observation of learners' interaction both in and out of classroom, followed by feedback (class trips, visits to the workplace, etc.)

Teacher observation journals: noting progress, difficulties, anecdotes that teachers hear about use of English inside and outside of the class, etc. This is an area where it's mostly an "open" rather than a "closed" system; by closely observing and recording "progress", teachers are also collecting valuable data about "what counts" in adult education.

Discussion with learners about progress: conference with bilingual assistance so learners can talk in their own language.

Evaluation of learners performed by someone outside the classroom (employers? family members? Other teachers coming in to the class?)

(Notes drawn from: The Assessment of Second Language Proficiency: Issues and Approaches by Geoff Brindley, and other sources.)

ERIC CLEARINGHOUSE ON LANGUAGES AND LINGUISTICS

Q&A Dialogue Journal Writing with Limited-English-Proficient (LEP) Students

Prepared by Joy Kreeft Peyton *April, 1987*

All teachers would like to have more time to communicate with their students, to learn about their backgrounds, interests and needs. The need to communicate is intensified with students learning English as a second language (ESL). At a minimum, they bring to school a different language and cultural background. They may also be non-literate in their native language, have had little or no schooling in their own countries, and possibly have suffered considerable trauma as they left their country to come to the United States. If they are new arrivals to the United States, they are adjusting to an entirely new way of life as they learn the language and begin to function in school. It is with these students that communication, on a one-to-one basis, is crucial--not only to help them adjust, but to help the teacher understand them and address their special needs.

Many teachers of such students--both in the mainstream and ESL classroom--have found "dialogue journals," interactive writing on an individual basis, to be a crucial part of their teaching. Dialogue journals not only open a channel of communication not previously possible, but they also provide a context for language and writing development. Students have the opportunity to use English in a non-threatening atmosphere, in interaction with a proficient English speaker. Because the interaction is written, it allows students to use reading and writing in purposeful ways and provides a natural, comfortable bridge to other kinds of writing that are done in school.

What Is A Dialogue Journal?

A dialogue journal is a written conversation in which a student and teacher communicate regularly--daily, if possible, or at least two or three times a week--over a period of one semester or an entire school year. Students may write as much as they choose on any topic and the teacher writes back regularly to each student (each time they write, if possible)--often responding to the student's topics, but also introducing new topics; making comments and offering observations and opinions; requesting and giving clarification; asking questions and answering student questions. The teacher's role is as a participant *with* the student in an ongoing, written conversation, rather than as an evaluator who corrects or comments on the writing.

The following examples, excerpted from the dialogue journal entries of two sixth graders from El Salvador and the Philippines in a mainstream class of LEP students, illustrate the nature of the writing:

March 17

Claudia: The new teacher or helper in our class is very good. I like her, don't you like her? Today she helped me and us a lot. But Tony didn't want help. Why doesn't Tony want us to help him?

I will try & bring my lunch every day from now on because the turkey stew & other lunches put me sick. I hate them. When I am very hungry I have to eat them but when I get to my house my stomach hurts & I am sick for 3 days. Can't the teachers protest or say something about the food that they give here?

What do you feed chickens here? We have a hen that layd an egg.

Teacher: The lunches are not that bad! I've eaten them sometimes. You are wise to bring your own lunch. That is usually what I do, too. You have such good food at home that nothing served here could taste so good!

Tony is embarrassed. He wants help, but he does not want anyone to know that he needs it. Offer to help him and if he says "no" then leave him alone.

Chickens will eat scraps of bread, wheat, seeds, water and some insects.

March 18

Claudia: but the hen has wat it looks like worms, do you know how to get the hen of her stomach sickness or is it usual for her to be like that because she is laying eggs and she could even lay 30 eggs so I do not know if it is usual or if it is a sickness of her.

oh poor hen she cooks & cooks when I say pretty hen in a low low voice & she looks like she is used to children because she is cook & cooking when I say pretty things, oh she's so nice.

Teacher: I've never heard of a hen having worms--but it is possible. Go to a pet shop or to a veterinarian and ask them. Who gave you the hen? Maybe they will know.

We say that a hen clucks. It is a pleasant little sound as though they are happy. They cackle when they lay an egg! That is usually loud! Does your hen cackle?

I think hens like having people or other hens around, don't you?

ERIC Clearinghouse on Languages and Linguistics: "Q and A Dialogue Journal Writing with Limited-English - Proficient (LEP) Students" prepared by Joy Kreeft Peyton, April 1987. Report was prepared with funding was prepared with funding from the Office of Educational Research & Improvement, U.S. Dept. of Education, under contract no. 400-86-0019. The opinions in this report do not necessarily reflect the positions or policies of OERI or ED.

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April 7 .

Ben: I got a chance to look at all those weird bones. They're weird because I usually see them with their skin, bones, hair and with their eyes or eyeballs. Where did you get all of ... e bones? Did you got them from the desserts? I feel sorry for the turtles or the animals that lived in the deserts and got run over by those cruel men and women...I like and loved tamed animals.

Teacher: Yes, I've collected the bones, and my children, as they've grown up, have found and brought me bones because they know I like to use them in teaching. Have you looked at the teeth? Some come to a sharp point and some are very flat with ridges on the top. All animals die--and if their bones are uneaten the sun and wind and rain clean and dry them out. So many of those animals may have died a natural death.

Through dialogue journals, students write about topics that are important to them as they occur in their lives, and explore them in the written genre that is appropriate. They are not constrained by teacher- or curriculum-established topics or by a pre-set schedule of topics and genres that must be covered in sequence. Sometimes their concerns and interests are personal, as in Claudia's complaint about the food at school. Likewise, journal entries may relate to material covered in school, as in Ben's entry. At other times, activities and interests at home generate the opportunity for learning in the journal, as occurred through Claudia's discussion of her chickens. Students may write descriptions, explanations, narratives, complaints, or arguments with supporting details, as the topic and communicative purpose te. Entries may be as brief as a few sentences, or they may extend for several pages. Topics may be introduced briefly and dropped, or discussed and elaborated on by teacher and student together for several days.

Because the teacher is attempting above all to communicate with the student, his or her writing is roughly tuned to the student's language proficiency level. Just as they learn over time to adjust to each student's level of understanding in speech, teachers can easily become competent at varying their language in a dialogue journal to individual students to ensure comprehension (Kreeft, Shuy, Staton, Reed and Morroy, 1984). For example, in the exchange below from the dialogue journal of a student in the early stages of learning English, the teacher uses relatively simple syntax and words the student knows or has used in her entry. The same teacher's entry to Ben, above, is linguistically much more complex.

Laura: Today I am so happy because yesterday my father sad he was going to by a new washengmashin [washing machine] then yesterday he came with a new car a beg new car is a Honda and she has the radio. Leticia like to talk abowt me yesterday she sad every thing abowt my diat to the boy I danth like that.

Teacher: How nice! A new car! What color is it? Did you take a ride in the new car?

I'm sure Leticia did not think when she told the boys about diet! She is so thin she does not need to think about a diet so she does not understand how you feel. Tell her!

An essential characteristic of dialogue journal writing is the lack of overt error correction. The teacher has sufficient opportunities to correct errors on other assignments; thus, the dialogue journal is one place where students may write freely, without focusing on form. The teacher's response in the journal serves instead as a model of correct English usage in the context of the dialogue. The teacher can, however, take note of error patterns found in the journals and use them as the basis for later lessons in class. Sometimes the same structures that the student has attempted to use are modeled by the teacher and more details added, as in this example:

Michael: today morning you said this is my lovely friends right? She told me about book story name is "the lady first in the air." She tell me this lady was first in the air, and she is flying in the Pacific ocean, and she lose it everybody find her but they can't find it. They looked in the ocean still not here. Did she know everything of book?

Teacher: My lovely friend Mrs. P reads a lot. She has read the book about Amelia Earhart. It is a good story and it is a true story. They looked and looked but they never found her airplane or her. [Emphasis added.]

This example very clearly demonstrates teacher modeling. In most cases, such direct modeling of particular structures and vocabulary is neither possible nor desirable, for the journals would become stilted and unnatural. More often, modeling takes the form of correct English usage by the teacher, stated roughly at the student's level of ability, and related to something the student has written about, such as in the interchange with Laura cited above.

What Are The Benefits to Students and Teachers?

Many teachers, from early elementary grades through adult education, use dialogue journals to extend contact time with their students and to get to know them in a way that may not be possible otherwise. Through the medium of the journals, they may discuss the student's native culture and language, problems in adjusting to the new culture and to school rules and procedures, and personal and academic interests. This information not only builds strong personal ties, but also gives students individualized access to a competent, adult member of the new language and culture. Through this relationship the student has the opportunity to reflect on new experiences and emerging knowledge and to think through with an adult ideas, problems and important choices (Staton, 1984b).

There are also benefits related to the management of a classroom with students of varying language and ability levels. All students, no matter what their language proficiency level, can participate in the activity to some extent. In classes composed of students with a range of ability levels, or into which students newly-arrived from other countries are enrolled throughout the school year, dialogue journals afford the immediate opportunity of participation in an important class

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activity. Since students' dialogue journal entries give continual feedback about what they understand in class as well as their language progress, the teacher receives information that leads to individualized instruction for each student, beginning through advanced.

Another major benefit has been observed in the areas of language acquisition and writing development. Dialogue journal interactions provide optimal conditions for language acquisition, both oral and written (Kreeft, 1984a, 1986; Staton, 1984a). For example, they focus on meaning rather than on form, and on real topics and issues of interest to the learner. The teacher's written language serves as input that is modified to, but slightly beyond, the learner's proficiency level; thus, the teacher's entries provide reading texts that may be even more complex and advanced than the student's assigned texts (Staton, 1986), but which are comprehensible because they relate to what the student has written. Beyond the modeling of language form and structure, the teacher's writing also provides continual exposure to the thought, style and manner of expression of a proficient English writer. As students continue to write, and read the teacher's writing, they develop confidence in their own ability to express themselves in writing. Teachers using dialogue journals report that their students' writing becomes more fluent, interesting, and correct over time, and that writing ability developed in dialogue journals transfers to other in-class writing as well (Hayes and Bahruth, 1985; Hayes, Bahruth and Kessler, 1986).

How Much Time Is Involved?

The single drawback of dialogue journals is the considerable teacher time required to read and respond to student entries. However, those teachers who have been successful with dialogue journals report that the time is well spent, for the knowledge they gain about students' interests and problems and the feedback they receive about the activities and lessons of the day serve as the basis for future planning. They have also found ways to make the process more manageable. For example, teachers with many classes and students (especially at the secondary level), sometimes choose to keep journals with only one or two classes, or have students write two or three times per week, rather than daily.

Can Dialogue Journals Be Used with All Students?

Yes. Dialogue journals were first used successfully with sixth grade students, both native and nonnative English speakers (Kreeft, et al., 1984; Staton, 1980; Staton, Shuy, Kreeft Peyton, and Reed, 1987). They are now being used with ESL students, from elementary grades through the university (Gutstein, Meloni, Harmatz, Kreeft and Batterman, 1983); with adult ESL students who are non- or semi-literate in their native languages (Hester, 1986); with migrant children and youths (Davis, 1983; Hayes and Bahruth, 1985; Hayes et al., 1986); with hearing-impaired children (Bailes, Searls, Slobodzian and Staton, 1986) and adults (Walworth, 1985); and with mentally handicapped teenagers and adults (Farley, 1986; Kreeft Peyton and Steinberg, 1985).

With non-literate students, there should be no initial pressure to write. Students can begin by drawing pictures, with the teacher drawing pictures in reply and perhaps writing a few words underneath or labeling the pictures. The move to letters and words can be made when students feel ready. At beginning levels, the interaction may be more valuable as a reading event, with more emphasis placed on reading the teacher's entry than on writing one. In classes where native language literacy is the focus, it is possible to conduct the dialogue journal interaction in the students' native language. The move to English can occur in line with course objectives or student readiness.

Dialogue journals need not be limited to language arts or ESL classes. In content classes--science, social studies, literature, and even math--they encourage reflection on and processing of concepts presented in class and in readings (Atwell, 1984), and because they bridge the gap between spoken and written language, they can be a way to promote abilities needed for composition (Kreeft, 1984b; Shuy, 1987).

How Do You Get Started?

- Each student should have a bound and easily portable notebook, used only for this purpose. Paperbound composition books that are large enough to allow sufficient writing and small enough for the teacher to carry home after class are best. A student may fill several notebooks during a term.
- The writing must be done regularly, but the frequency can be flexible, depending on the number of students in a class, the length of the class, the teacher's schedule, and the needs of the teacher and students.
- Most teachers prefer to give their students time to write during the class session. This time may be scheduled at the beginning of a class as a warm-up, at the end as a wind-down, or before or after a break as a transition time. Likewise, the teacher may allow the students to choose a time for making journal entries. Ten or fifteen minutes is usually adequate to read the teacher's entry and write a new one. Teachers usually respond outside class time.
- In the beginning stages, it seems desirable to set a minimum amount that students must write each time (such as three sentences), but the amount of writing beyond that should be up to each student. Students should understand, however, that long, polished pieces are not required.
- When introducing the idea of dialogue journals, the teacher should inform students that they will be participating in a continuing, private, written conversation, that they may write on any topic, and that the teacher will write back each time without correcting errors. The mechanics of when they will write, when the journals will be turned in, when they will be returned, etc., should be explained. When students are unable to think of something to write, the teacher might suggest one or two possible topics. It is important that everyone has something to write and that they feel comfortable with it.

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• It is important that the teacher enter into the journal interaction as a good conversationalist and an interesting writer, and expect students to do the same. The goal is to be responsive to student topics and ask questions about them at times, but also to introduce topics and write about oneself and one's own interests and concerns. Teacher entries that simply echo what the student wrote or that ask a lot of questions (typical "teacher talk") can stifle rather than promote interaction.

• Finally, the teacher should relax and enjoy the writing! For many teachers, reading and writing in dialogue journals is the best part of the day--a wonderful time to reflect on the past day's work, to find out about the people with whom they are spending the semester or year, and to think about where their work together is taking them.

Resources

Dialogue, a newsletter about dialogue journal research and practice, is available from the Center for Language Education and Research (CLEAR), Center for Applied Linguistics, 1118 22nd Street, N.W., Washington, DC 20037. Cost per year of a subscription to *Dialogue* is $6 for 3 issues. A volume of back issues, which contains newsletters from the past four years, a history of dialogue journals, a publications list, and abstracts of dissertations written about dialogue journals, is also available from CLEAR for $7. [Checks should be made payable to Handbook Press.]

The only teacher handbook available to date is *It's Your Turn Now: A Handbook for Teachers of Deaf Students*, by Cindy Bailes, Susan Searls, Jean Slobodzian and Jana Staton (1986). Write the Gallaudet Pre-College Outreach Program, Washington, DC 20002 for a copy.

A handbook for teachers of limited-English-proficient students will soon be available from CLEAR.

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Name _____ Date ____ _____

Essential Mathematics for Life

Life-Skill Questionnaire

Here is a list of things you can do with math. Put an "X" in the column that tells how you feel about each skill.

	Already know how	Want to know right away	Want to know some-time	Don't care about this
Add change				
Subtract change				
Add dollars and cents				
Make change				
Estimate dollar total while shopping				
Find amount of savings with sale prices				
Find unit prices to get the best buy				
Figure total cost on a bill				
Figure cost of a telephone call				
Compare meal costs				
Find sales tax				
Figure total cost of buying on an installment plan				
Find interest on saved or borrowed money				
Figure credit card finance charges				
Make a budget				
Set savings goals				
Write a check				
Make a checking account deposit				
Balance a checkbook				
Figure cost of continuing education				
Figure cost of recreation				
Understand property tax				
Figure life-insurance premiums				
Read stock prices in the newspaper				
Figure markup				
Figure profit				
Figure depreciation				
Find an address				
Write dates as numbers				
Write the time				
Find the time in different time zones				
Read a ruler				
Measure fabric				
Read a thermometer				
Convert to metrics				
Figure amount of materials to buy for home improvement				

Essential Mathematics for Life, 4 Book Basic Series. 1988. Published by Scott-Foresman. Glenview, IL. Reprinted with permission.

	Already know how	Want to know right away	Want to know some-time	Don't care about this
Increase or decrease a recipe				
Buy with trading stamps				
Read an electric meter				
Find the load on a household circuit				
Design an efficient kitchen				
Save energy				
Find car mileage				
Find annual car expense				
Use a map				
Understand wheel alignment				
Calculate appropriate antifreeze mixture				
Read graphs				
Recognize misleading graphs				
Practice taking pre-employment tests				
Find weekly pay				
Find net pay after deductions				
Read a paycheck stub				
Find gross pay including overtime				
Total hours on a time card				
Compare fringe benefits				
Complete a supply order				
Schedule work hours				
Figure postage				
Figure commission				
Total a restaurant check				
Use a sales tax chart				
Use measures in a bakery				
Figure meal portions				
Estimate the cost of a construction job				
Find dimensions from scale drawings				
Use nutritional information given on labels				
Find total calories				
Compare cost of generic and brand-name medicines				
Take the correct drug dosage				
Find the majority in a voting group				
Find the lowest building rental cost				
Compare facts given as percents				
Interpret voting results				
Prepare an income tax return				
Find batting averages and bowling handicaps				

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Group Introduction to Individualized Activities - Time: 30 min

2.1 The Planning/Learning Cycle

Purpose

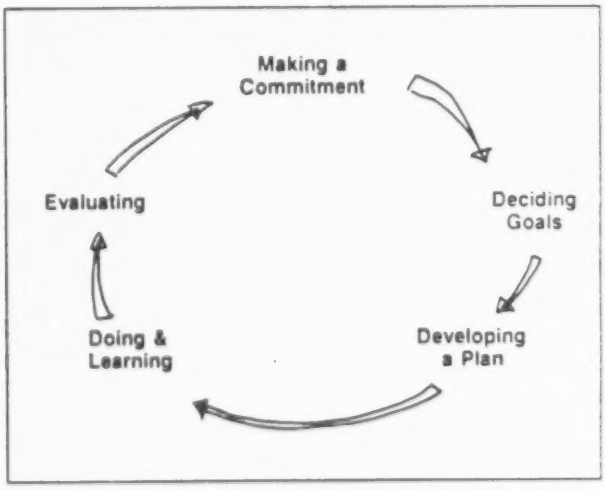
In previous activities we have established the need for participants to be involved in planning and evaluating their own learning. In this exercise participants are introduced to a process to help them plan self-directed learning called the planning/learning cycle. This activity shows how learning is a cyclical process of naming a goal or need, deciding on a plan to meet it, studying according to the plan, evaluating whether one has learned or not, and then beginning to plan all over again. The activity sets the stage for individualized activities which will follow.

Research Notes

When psychologist David Kolb studied how adults learn he found that when they undertook to learn something through their own initiative, they started with a concrete experience. Then they made observations about the experience, reflected on it and diagnosed what new knowledge or skill they needed to acquire in order to perform more effectively. Then, with the help of material and human resources, they formulated abstract concepts and generalizations from which they could deduce what to do next. Finally, they tested their concepts and generalizations in new situations. The experiential learning theory which Kolb developed from this research sees learning as a cyclical and lifelong process.

Steps

1. Draw a chart similar to the one shown here describing the Planning/Learning Cycle. Point out that the planning cycle is a process. Describe each stage, emphasizing the cyclical process.



THE PLANNING/LEARNING CYCLE

Stage 1: Making a Commitment

As adults there are many competing things we would like to do. Often we don't have the time or energy to do all of them. Before deciding to undertake a goal like learning to read or becoming a tutor, you need to think about the time and energy required. Learning to read takes a long time. You may have to give up some other things in order to achieve the goal. Sometimes, after a hard look at your obligations, you may have to decide to put the goal off until a better time. But, if you decide to consciously commit to the goal, then all the other stages become easier.

Many Literacies: Modules for Training Adult Beginning Readers & Tutors, by Marilyn Gillespie. 1990. Published by and available through CIE, 285 Hills South, UMASS, Amherst, 01003.

Stage 2: Deciding Goals

A learning plan begins by assessing your own needs. What life goals are important to you right now? What would you like your life to be like in the future? In what ways do you need reading and writing to meet those life goals? By filling out a **Goals List** with a teacher you can begin to look at what you already can do with reading and writing and what, specifically, you'd like to be able to do (use the phone book, write a letter, read the TV guide).

Stage 3: Planning a Learning Contract

Next it's time to be even more specific and decide on exactly which of your goals you will work on, how you can learn what you need to know, who will help you, and how you will decide when you have accomplished your goal. Sometimes you will have to do other things on the way to achieving the goal. For example, you might have to learn to write out numbers before you can learn to fill out checks. You and a teacher or tutor will fill out a **Learning Contract**, making decisions together about what you need to learn and how to do it.

Stage 4: Learning and Doing

The learning you do to meet your goals can take place inside and outside the classroom. It involves not just learning to read and write inside the classroom, but using reading and writing at home everyday. During class hours you may work alone, with a teacher or tutor alone, with other class members, or in a group with everyone sharing. Outside of class you may contract to read books and do writing from class, or to do other things such as reading to your children, writing letters, using flashcards to practice how to read words or writing shopping lists.

Stage 5: Evaluating

Evaluation goes on all the time in our program as we think about what we have done, how our needs and goals may have changed and what we want to do next. But, about half-way through each cycle and at the end of the cycle we try to take time out to evaluate our progress. We talk about questions such as: What did we learn as a group? What did I learn myself? Did I accomplish my goals? How do I know? What went well? What would I like to change? Where do we want to go next? Some of this evaluation takes place as a group and some, such as evaluating a learning contract, is done one-to-one with a teacher or tutor.

During the process of describing the planning cycle stop frequently to elicit the comments of participants and to answer questions if they are not clear about the stages. One way to make the stages more clear is to use an example from the real life of a student you know. With permission of the student, show samples of his or her goals list and learning contract and discuss his/her experience. Afterwards, ask the group to discuss the value of using the planning cycle. Do they have any suggestions or recommendations?

** **Extra Materials Required:** A Chart of the Planning/Learning Cycle, samples of goals lists and learning contracts.

Many Literacies: Modules for Training Adult Beginning Readers & Tutors, by Marilyn Gillespie. 1990. Published by and available through CIE, 285 Hills South, UMASS, Amherst, 01003.

Group Activity
Time: 45 min

2.2 Life Goals: Maria's Story

Purpose

Some adults have very little experience naming their goals. In this activity students can learn more about goal-setting by thinking about the goals of a typical literacy student named Maria. Using Maria as a case study, they will learn how she learned what she wanted to do in her life, who she wanted to be, and what she wanted to have as short term goals for her literacy studies. Then, students have a chance to do the same thing with their own *doing*, *being*, and *having* goals.

Research Notes

When Anne Eberle and Sandra Robinson interviewed students in Vermont Adult Basic Education programs, they found that, "For a student to move from I can't *to* I think I might be able to, *a crucial catalyst for all the other aspects of learning, (s)he must experience enough success to be convinced from within. Praise and affirmation have their place but the student must perceive that they are appropriate in order to gain confidence from them. It is the actual experience of success – reading a word one had never managed before, writing out the first check that looks just like everyone else's checks, ordering something from Sears Roebuck (and getting it), reading a menu and deciding what one wants from it, reading a story to a child before bed – that produces the solid awareness that one accomplished the thing. This convinces someone there is a glimmer of hope despite the conditioning to believe him/herself incompetent. And if I can do this little task, what if I try this one, and this one...?"* [1]

Steps

1. Discuss with the group what a *need* is. Do some needs have to be met before others can be possible? What kind of needs are there? You may want to simplify Abraham Maslow's hierarchy (or tree) of needs. Explain the theory that "basic" needs such as food, shelter, and a sense of belonging have to be met in order to allow us to respond to "higher" needs - for self-esteem and achieving our full potential. Ask the group's opinion of Maslow's theory. Do they agree? Disagree?

MASLOW'S HIERARCHY OF HUMAN NEEDS

Maslow emphasizes that the need for self-actualization is a healthy person's prime motivation.

Self-actualization means actualizing one's potential, becoming everything one is capable of becoming.

On the whole an individual cannot satisfy any level unless needs below are satisfied.

Most basic needs have to do with survival physically and psychologically.

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2. One way to learn more about goals is to divide them into three categories: **Doing**, **Being**, and **Having** goals. Discuss examples from each kind of goal with students.

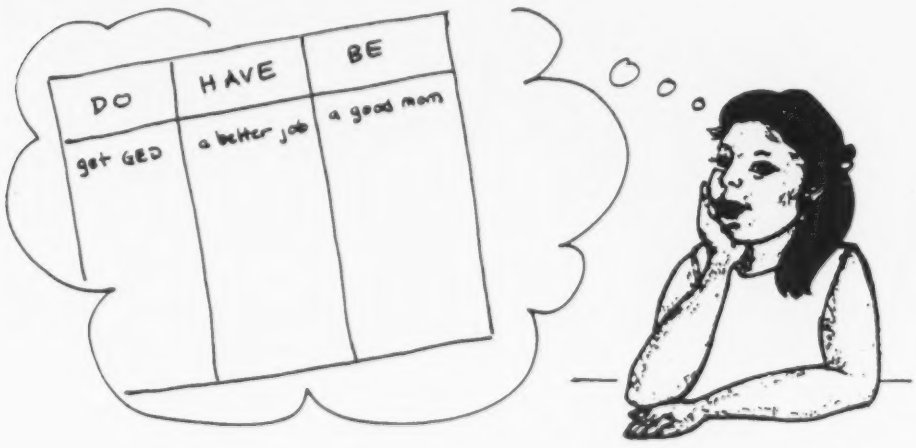
Doing	Having	Being
get a GED *learn to drive* *move to California* *learn to swim*	*a better job* *a new house* *a car*	*an educated person* *a good parent* *self-confident*

3. Pass out copies of the story on the next page and read it to the group. Ask the participants if they can name Maria's needs. What does she want to do, to be and to have?

4. Divide into small groups. Ask group members to see if they can name two or three goals they have from each category. Encourage people not only to think of things related to class but to their lives as a whole -- family, work, personal interests.

5. Ask each participant in the small groups to reflect on whether reading and writing would help them meet their goal. If it would, how?

Materials Required: Copies of Maria's Story for each participant



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MARIA'S STORY

MARIA CAME TO THE U.S. FROM PUERTO RICO WHEN SHE WAS 16. SHE CAME WITH HER MOTHER AND FATHER AND FIVE BROTHERS AND SISTERS. THEY WORKED IN THE FIELDS IN PUERTO RICO. THEY WANTED A BETTER LIFE IN THE U.S.

MARIA WENT TO HIGH SCHOOL. BUT SHE DIDN'T SPEAK ENGLISH VERY WELL. HER TEACHERS TOLD HER SHE WAS SMART BUT IT WAS HARD TO KEEP UP. WHEN SHE WAS LITTLE MARIA HAD BEEN IN THE HOSPITAL. WHILE SHE WAS THERE SHE MET MANY NURSES. SHE DREAMED THAT SOMEDAY SHE COULD BE A NURSE. SHE TALKED TO HER TEACHER ABOUT HER DREAM. HER TEACHER TRIED TO HELP HER READ ABOUT NURSING.

THEN A PROBLEM CAME UP. MARIA'S FATHER LOST HIS JOB. SINCE MARIA SPOKE ENGLISH BETTER THAN ANYONE ELSE IN HER FAMILY, SHE HAD TO HELP HER FATHER FIND A NEW JOB. SHE GOT MORE AND MORE BEHIND IN SCHOOL. FINALLY SHE DROPPED OUT. SOON AFTER THAT MARIA MARRIED JOSE. MARIA GOT A JOB AT A CLOTHES STORE, BUT PROMISED HERSELF THAT SOMEDAY SHE WOULD GO BACK TO SCHOOL.

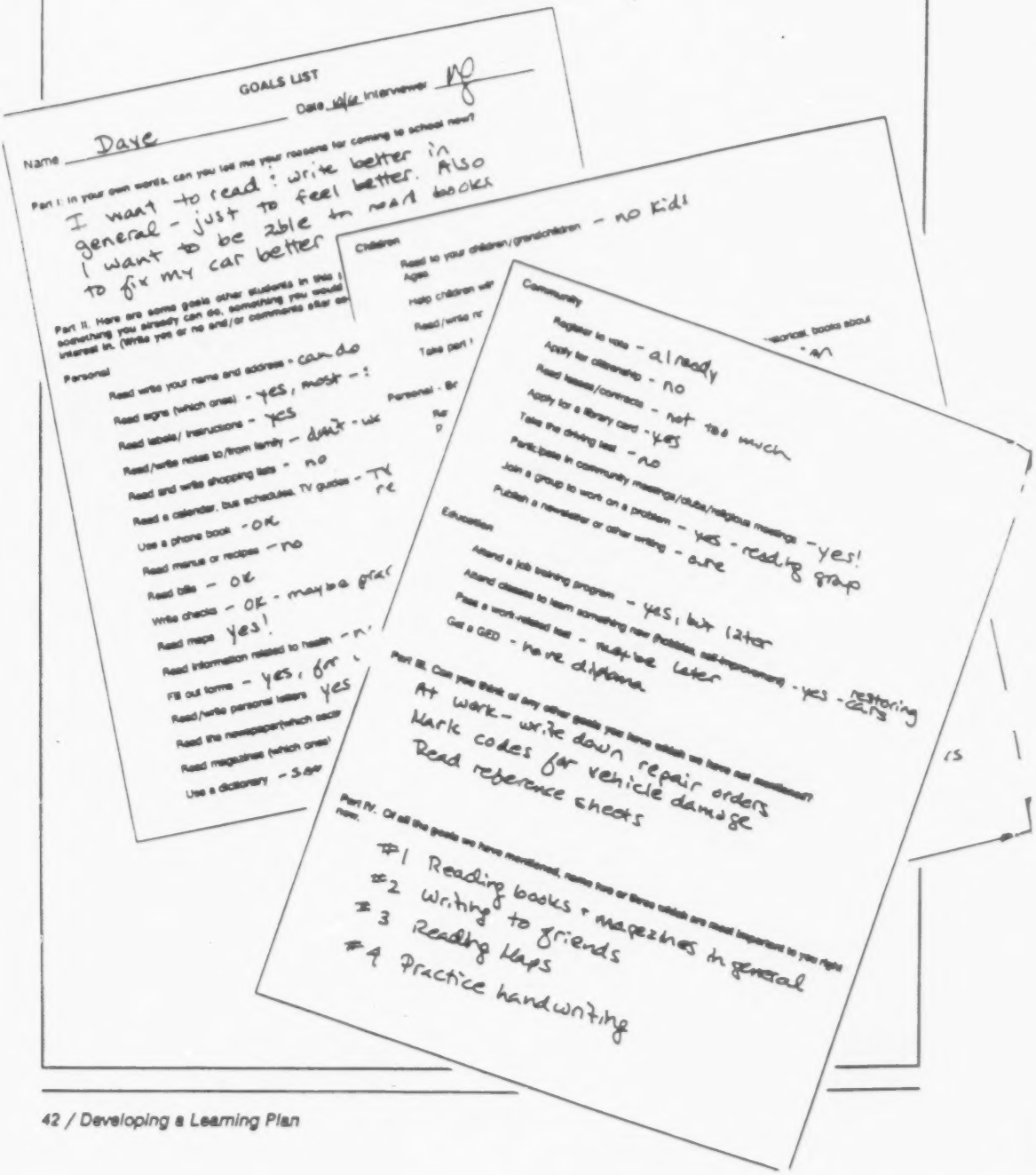
MARIA AND JOSE HAD TWO KIDS. THEY WANTED THEIR KIDS TO HAVE A BETTER LIFE THAN THEY DID. THEY WANTED TO MOVE TO A DIFFERENT NEIGHBORHOOD. THEY WANTED TO HELP THE KIDS GROW UP RIGHT. THEY WANTED THEM TO SPEAK ENGLISH AND TO DO WELL IN SCHOOL. BUT TO GET THOSE THINGS MARIA AND JOSE WORKED LONG HOURS. MARIA GOT OFFERED A BETTER JOB WITH MORE PAY BUT IT WAS TOO FAR AWAY AND IT TOOK TOO LONG TO GET THERE ON THE BUS.

FINALLY, MARIA DECIDED THAT EVEN IF IT WAS HARD, SHE WAS GOING TO DO SOMETHING FOR HERSELF AND HER FAMILY. SHE WAS GOING TO GO BACK TO SCHOOL. SHE GOT HER NAME ON THE WAITING LIST. SIX MONTHS LATER SHE STARTED AT AN ADULT SCHOOL.

WHAT DO YOU THINK MARIA'S GOALS COULD BE?

Many Literacies: Modules for Training Adult Beginning Readers & Tutors, by Marilyn Gillespie. 1990. Published by and available through CIE, 285 Hills South, UMASS, Amherst, 01003.

DAVE'S GOALS



GOALS LIST

Name Dave Date 10/16 Interviewer MG

Part I: In your own words, can you tell me your reasons for coming to school now?

I want to read + write better in general - just to feel better. Also I want to be able to read books to fix my car better

Part II. Here are some goals other students in this p... something you already can do, something you would... interest in. (Write yes or no and/or comments after ea...

Personal

Read/write your name and address - can do

Read signs (which ones) - yes, most - s...

Read labels/ instructions - yes

Read/write notes to/from family - don't - use...

Read and write shopping lists - no

Read a calendar, bus schedules, TV guides - TV re...

Use a phone book - OK

Read menus or recipes - no

Read bills - OK

Write checks - OK - maybe prac...

Read maps yes!

Read information related to health - n...

Fill out forms - yes, for ...

Read/write personal letters yes

Read the newspaper(which sect...

Read magazines (which ones)

Use a dictionary - s...

Children

Read to your children/grandchildren - no kid...
Ages

Help children wit...

Read/write re...

Take part i...

Personal - Br...

Re...
p...

Community

Register to vote - already

Apply for citizenship - no

Read license/contracts - not too much

Apply for a library card - yes

Take the driving test - no

Participate in community meetings/clubs/religious meetings - yes!

Join a group to work on a problem - yes - reading grap...

Publish a newsletter or other writing - sure

Education

Attend a job training program - yes, but later

Attend classes to learn something new (hobbies, self-improvement) - yes - restoring cars

Pass a work-related test - maybe later

Get a GED - have diploma

Part III. Can you think of any other goals you have which we have not mentioned?

At work - write down repair orders
Mark codes for vehicle damage
Read reference sheets

Part IV. Of all the goals we have mentioned, name two or three which are most important to you now.

#1 Reading books + magazines in general
#2 Writing to friends
#3 Reading Maps
#4 Practice handwriting

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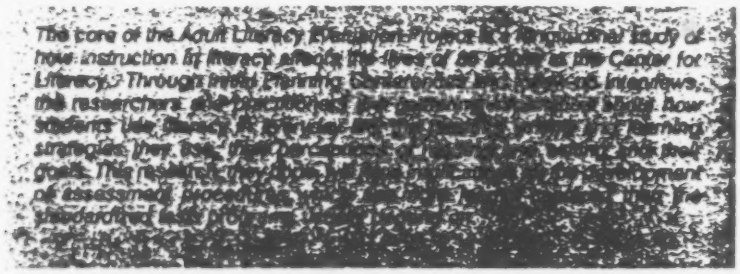
Individualized Activity
Time: 30 min.

2.3 Using the Individual Goals List

Purpose

Our project is grateful for the idea of using a goals list, which was borrowed from one developed as part of the Adult Literacy Evaluation Project, a joint research project between the Center for Literacy in Philadelphia and the University of Pennsylvania. In our project we adapted the checklist to fit curriculum topics we were able to offer students, leaving an "Other" category for goals we might have missed. After students complete the checklist with the help of their teachers, they meet with them again for individual conferences during which they use the goals information to fill out learning contracts (Module 2.4).

Research Notes


The core of the Adult Literacy Evaluation Project is a longitudinal study of how instruction in literacy affects the lives of students at the Center for Literacy. Through intake Planning Conferences and interviews, the researchers and practitioners

Steps

Stage 1: Review Screening Information

1. Before meeting with the students, get to know more about them by reviewing information collected from screening interviews, tests and writing samples. Review the writing folders and other files of returning students.

2. Locate a quiet and private place to complete the Goals List. Allow about 20-30 minutes for each interview.

3. Make sure you have blank copies of the Goals List. (And – the Learning Contract if you are doing both at the same time.)

Stage 2: Getting Started

1. Greet the student and spend a few minutes chatting.

2. Make sure the student sits next to you so you can both see the checklist. Even if the student can't read what is written, convey the message that completing the checklist is a shared, joint activity. Tell the student you'll both be using the checklist to plan future activities.

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Stage 3: Completing Part I

1. Ask the student to tell in his or her own words the reason for coming to school now. Ask if there are any reasons the person didn't want to share with the group, but which the teacher should know. Some students may be very specific about their goals; others may just say they "want to be able to read and write better in general." Accept any answers the student gives, without prompting at this point.

Stage 4: Completing Part II

1. Explain to the student that you are going to read a list of things people who come to literacy classes typically can do or want to be able to do. Tell the student to let you know if this is something they already can do, something they want to do or something they have no interest in. Write a word or two after each item to indicate the student's response. Give students encouragement for the things they already can do.

Stage 5: Completing Part III and IV

1. Sometimes reading the list of alternative responses will help students remember a more specific goal they have. Ask if the student can think of other things they can do or other interests that have not been mentioned. List them under Part III.

2. Ask the student to think about all the goals that have been mentioned. Which ones are most important right now? Ask them to identify the 2 or 3 most important reading goals and 2 or 3 priority writing goals. Circle these goals on the checklist or write them under Part IV. If the goal is a long term one, such as getting a GED, briefly discuss the fact that there may be many short-term goals that will have to be met before the long-term one is achieved. At this point you may want to make some preliminary suggestions.

Stage 6: Finishing Up

1. Repeat back to the student a summary of what you understand to be his or her most important goals. Ask the student to clarify if you have misunderstood anything.

2. Review the reading and writing skills the student already has. Point out that they already know a good deal about reading and writing, and that the program will build on that prior knowledge.

3. At this point you may want to begin the Learning Contract or set a time to do so.

** **Materials Required**: Previous student records, blank copies of the Goals List.

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GOALS LIST

Name: _____ Date: _____ Interviewer: _____

Part I: **In your own words, can you tell me your reasons for coming to school now?**

Part II: **Here are some goals other students in this program have mentioned. Tell me if this is something you already can do, something you would like to do, or something you really have no interest in. (Write YES or NO and/or Comments after each item.)**

Personal

Read write your name and address

Read signs (which ones):

Read labels/instructions

Read/write notes to/from family

Read and write shopping lists

Read a calendar, bus schedules, TV guides

Use a phone book

Read menus or recipes

Read bills

Write checks

Read maps

Read information related to health

Fill out forms

Read/write personal letters

Read the newspaper (which sections):

Read magazines (which ones)

Use a dictionary

Improve handwriting

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Children

Read to your children/grandchildren
Ages:

Help children with homework

Read/write notes from school

Take part in school-related meetings and events

Personal - Books and Writing

Read books for enjoyment (what kind – adventure, mystery, romance, historical, books about people):

Read books to get information (what kind – personal research, current events, jobs, children, health, religious, hobbies, entertainment):

Write for yourself (what kinds – journal or diary, experiences you've had, advice for others, your opinions, reports about something you've read, your life story or autobiography, other stories, poems, words to songs):

Work

Fill out a job application

Use reading to find out about jobs

Use reading to learn to do your job better or open a business

Read and write notes from and to co-workers

Read or write work reports, logs, announcements

Fill out order forms/lists

Participate in work-related meetings; take notes.

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Community

- Register to vote
- Apply for citizenship
- Read leases/contracts
- Apply for a library card
- Take the driving test
- Participate in community meetings/clubs/religious meetings
- Join a group to work on a problem
- Publish a newsletter or other writing

Education

- Attend a job training program
- Attend classes to learn something new (hobbies, self-improvement)
- Pass a work-related test
- Get a GED

Part III: Can you think of any other goals you have which we have not mentioned?

Part IV: Of all the goals we have mentioned, name two or three which are most important to you right now.

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Individualized Activity
Time: 15 - 30 min.

2.4 Using the Learning Contract

Purpose

A learning contract is an agreement between a teacher or tutor and the student. Together they decide what the student will work on, how he or she will go about achieving this objective, and how they will know when the learner has met the objectives. The learning contract is a negotiation between the student, who has needs, and the teacher, who has knowledge the student may not have about how to achieve the goal. We generally write learning contracts which will take about four to six weeks to complete. At the end of that time we meet with the student again, discuss whether or not the goal has been met and renegotiate a new contract.

Research Notes

Malcolm Knowles, one of the best known advocates of adult education, popularized the use of learning contracts in response to research on adult learning. In a recent book, **Using Learning Contracts**, *Knowles comments that one of the most significant findings from research about adult learning is that when adults go about learning something naturally (as contrasted with being taught something), they are highly self-directed. "Evidence is beginning to accumulate," he says, "that what adults learn on their own initiative they learn more deeply and permanently than what they learn by being taught."*

Steps

Stage 1: Getting Ready

1. Find a quiet space and set aside about 10-20 minutes to finish the contract. (First contracts usually take less time to fill out if they are done at the same time as the goals checklist.)

2. Decide on how long you and the student will work on the learning contract. In our program, a learning contract is re-evaluated about once a month. This gives people a chance to be fairly specific in their goals and to achieve a sense of accomplishment. However, we often have time constraints that make it necessary to hold contract meetings less frequently.

3. Quickly review the individual's goals list.

Stage 2: Completing the Interview

1. Make sure you sit next to the student with the contract between the two of you. Let the student know that you both will get a copy of the learning contract. Explain what the contract is and why you are doing it.

2. Look back at the goals checklist you and the student filled out. Review with him or her the most important goals listed. Ask the student which ones are most important.

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3. Decide on one or two goals for each category on the contract: reading, writing and functional goals. (In our case, we also ask students if they want to complete computer-related goals.) Steer the student toward specific, tangible goals. In our programs we try to have the following:

> **Reading Goals:** For beginners these would involve reading with a tutor or reading books on tape. For more advanced students this might involve sustained silent reading in class or at home, of fiction or non-fiction. For both categories of students, talking about books in small groups might be a goal.
>
> **Writing Goals:** Writing goals for us means writing whole pieces of text, whether in writing workshops or as part of a language experience activity with a tutor. Writing skills activities are drawn from the student-written texts.
>
> **Personal Goals:** These are often functional goals such as learning to write checks, learning to fill out applications or studying for the driver's test. Personal goals could also involve working on a collective group activity.

4. Write each goal you decide on together in the left column under WHAT.

5. Now take one goal at a time. Think together about what the student will do to accomplish the goal. How much time is available? Does the student have any time to work on the goal outside of class? Who can help? Does the task need to be broken down into parts? Be as specific as possible. For example, a student might set a goal of writing and sending one letter to a friend. This would involve learning the parts of a letter, writing a first draft, revising it, editing the letter for spelling, punctuation, etc., and making a final copy to send. In order to improve the student's writing skills, the learning contract might also suggest that he attend group mini-lessons on writing and spelling. His teacher might agree to match him with a tutor to help him with the letter-writing one day a week.

6. Discuss with the student how you will know if the goal is accomplished. Will the finished letter be mailed? Will the student give oral or written reports of the books he or she has read? Will the teacher "quiz" the student on map reading skills by a certain date? If so, write the date on the contract.

7. Sign the contract. Make sure both the student and the teacher or tutor have a copy.

Stage 5: Planning a Follow-Up Meeting

1. Agree on a time the student and teacher will meet again to discuss whether the goals have been met and to plan a new learning contract. At the follow-up meeting, ask questions such as:

> *Did you meet your goal?*
> *How do you know?*
> *What did you learn?*
> *Do you need to do more work in this area? What?*
> *How will you use this knowledge outside of class?*
> *What do you want to do next?*

** **Extra Materials Required:** The student's goals list and a blank learning contract.

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LEARNING CONTRACT

	WHAT?	HOW?
READING		
WRITING		
PERSONAL GOALS		
COMPUTER		

CONTRACT ENDING DATE:

COMMENTS

LEARNER'S NAME	TEACHER'S NAME	DATE

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Handout - Day 5
Lesson Plan Sample #1

	OUTLINE	EXAMPLE
I.	Topic based on learner's need/interest	Housing
II.	Subtopic	Housing Complaints
III.	Lesson objective	State a problem and discuss it with the landlord. e.g. "Excuse me. I have a problem." "The _____ is broken." "The _____ doesn't work." "When will you fix it?" "I live at _____."
IV.	Skill area(s) focus	Speaking, Reading
V.	Other focus	Grammar
VI.	Activities	
	1. Review	Review vocabulary of household appliances, facilities, and rooms with drawings and pictures, matched with words. Review of adjectives "broken", "leaky".
	2. Presentation of new material	Present a structured phone conversation or dialogue between tenant and landlord, verbal first with picture of problem, then written. Practice conversation with learner as tenant. Substitute two ways of making complaints. (e.g., "the ___ is broken" or "the ___ doesn't work".)
	3. Practice	Learner and tutor role play phone conversation. Learner substitutes variation of complaint and puts in different appliance or facility as tutor points to picture (e.g., tutor points to toilet, learner says "the toilet is broken;" tutor points to refrigerator, learner says "the refrigerator doesn't work.")
	4. Application	Learner dictates letter of complaint to tutor, using similar grammar and vocabulary from dialogue. Tutor uses a language experience story. Learner rereads. Tutor and learner discuss form of complaint letter.
	5. Homework	Learner takes home letter to read. May try to substitute actual household problems and landlord's name and address, if desired.

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VII.	Materials	– Pictures of rooms & household items – Pictures of broken appliances and facilities – Initial phone conversation written out – Paper and pen
VIII.	Tutor's notes	Follow-up sessions can include other variations: "This is an emergency." "There is no heat." Can also plan a listening comprehension activity for different landlord questions: "What happened?" "Where is it?" "When will you be home?"

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Handout - Day 5
Lesson Plan Sample #2

Lesson Goal(s)	(based on observed/expressed learner need):	
	-	Make housing complaints
	-	Improve speaking, reading, writing skills
ACTIVITY 1		
Skill Area/Other Focus	-	Vocabulary
Objective	-	Review
Materials	-	Drawings, pictures, flashcards
Time	-	10 min.
Activity	-	Review household vocabulary; appliances, facilities, rooms, using drawings and pictures
	-	Review adjectives "broken", "leaky"
ACTIVITY 2		
Skill Area/Other Focus	-	Speaking, Reading
Objective	-	Presentation of new material
Materials	-	Written dialogue
Time	-	20 min.
Activity	-	Dialogue. Present phone dialogue between landlord and tenant; first orally with picture of problem, then written
	-	Practice reading dialogue with learner as tenant
	-	Substitute two variations of ways of making complaints (e.g., "the _____ doesn't work," "the _____ is broken")
ACTIVITY 3		
Skill Area/Other Focus	-	Speaking
Objective	-	Practice
Materials	-	Pictures

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Time	-	10 min.
Activity	-	Role play. Learner and tutor role play phone conversation. Learner substitutes variation of complaint, putting in different appliance or facility as tutor points to picture.(e.g., tutor points to toilet, learner says "the toilet is broken".Tutor points to refrigerator, learner says, "the refrigerator doesn't work.")
ACTIVITY 4		
Skill Area/Other Focus	-	Reading
Objective	-	Application
Materials	-	Pen, paper
Time	-	15 min.
Activity	-	Language Experience Activity. Learner dictates letter of complaint to tutor, using similar grammar and vocabulary from dialogue.
	-	Learner re-reads letter of complaint

Homework (optional)

Tutor's Notes (optional)

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Handout - Day 5
Lesson Plan Sample #3

A. **Subject/Topic:** AIDS

B. **Objective:** To prepare learner for informal lecture on AIDS AWARENESS to be given at workplace.

C. **Skills:** Listening, Reading

D. **Other Focus:** Vocabulary

E. **Materials:** Pamphlet on AIDS, newspaper article about local boy with AIDS, cassette of NPR's "Consider the Issues" segment on AIDS and cassette player.

F. **Introduction:** (10 min.)

1. Find out what learner knows about AIDS.
2. Clear up misconceptions, if any.

G. **Activities:**

1. **Reading** (20 min.)

   a. Go over pamphlet that gives general information on AIDS. Be sure learner has understanding of:

      ** What AIDS is
      ** Who is affected by it
      ** How it is transmitted

   b. Have learner make list of new vocabulary words and be sure s/he understands meanings.

2. **Listening** (20 min)

   a. Tell learner you are going to listen to a recording about AIDS; learner should try to write a list of the main points.

   b. Listen to recording.

   c. Go over list with learner.

H. **Additional Activities:** (20 min)

1. Ask learner's opinion about AIDS recording and encourage dicussion.

2. Have learner look at picture and headline of newspaper story. Ask prediction questions. Have

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learner read article. Ask questions to be sure that learner has understood the main points of the article. Have him/her write them down as s/he points them out. Ask learner's opinion of article and encourage discussion.

3. Have learner make list of new vocabulary words and be sure s/he understands meanings.

I. **Homework:** Learner will take notes on the main points of AIDS lecture at workplace.

J. **Follow-up:** Learner will bring notes to next tutoring session and go over them with tutor.

K. **Feedback:**

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Ideas For Learner-Centered Lesson Plans

Varying activities:

The focus of the lesson plan should be to facilitate students' learning rather than teachers' teaching. The question should be: "What can the students do to learn this concept?" rather than "What can the teacher say or do to teach this concept?". The key to focusing on learning rather than teaching is to plan a variety of activities for the students to participate in rather than a series of concepts for the teacher to teach.

Varying group size:

When the teacher is interacting with the entire class at the same time, learners only have a small fraction of the time to actively participate. By having the learners work in pairs and small groups as well as individually or as a whole group, a teacher is free to observe, coach and facilitate the actual learning process more closely.

Integrating learner goals:

To be truly learner-centered, the lesson needs to include materials and issues which respond to the learner's goals. These learner goals need to be integrated with the books, curriculum and materials from the program's goals.

Instructions for Planning Lessons Small Group Activity

Each group should include at least one participant who has actually tried one of the Investigative or Problem-Posing Activities in the classroom. Using that participant's class as an example, the group should help draft
an actual lesson plan that incorporates and follows up on what that participant learned about his/her learners from the Investigative/Problem-Posing Activity.

For example, if in trying out the "Community Mapping Activity" with a class, it was discovered that the hospital is a scary place because students don't understand all the forms and procedures, the group may want to plan a lesson around this issue: maybe a role play on asking questions of doctors, practice in filling out forms, etc. The lesson may also include activities on other issues, if the group chooses. The sample lesson plan formats may be used or the group may devise its own format.

The lesson plan should be recorded on newsprint to be shared with the other groups.

If more than one person in your small group has done an Investigative/Problem-Posing Activity with his/her class and wants to plan a lesson, the small group itself can divide so that more than one lesson plan is introduced.

List of All Techniques and Activities Presented in SABES Orientation

Technique or Activity	Session Introduced
Map Activity	Introduction and Goals
Small Group Work	What is Literacy?, Lesson Planning
Brainstorming	What is Literacy?
Force Field Analysis	Materials
Information Gaps Grid	Learner in Community: Investigative Activities
Mapping (*also called Community Mapping*)	Learner in Community: Investigative Activities
Personal Landmarks	Learner in Community: Investigative Activities
Historical Timeline	Learner in Community: Investigative Activities
Sticker Activity	The Big Picture
Good/How to Improve Evaluation	Day One Evaluation
Problem Posing with Pictures	Learner in Community: Problem-Posing
Group Drawing	Learner in Community: Problem-Posing
AIM Approach	Learner in Community: Problem-Posing
Role Play	Learner in Community: Problem-Posing Assessment
Jigsaw Activity	Techniques and Methods
Language Experience Activity	How Adults Learn
Energy Graph Evaluation	Day Two Evaluation
Dialogue Journal Writing	Learner in Community: Learner-Centered Approach

Activities Presented as Part of Jigsaw Activity:

1. Directed Reading Activity
2. Map Gap Activity
3. Information Gap:
   Twentieth Century Time Line
4. How Long is a Name?
   Learning about Mean, Median and Mode
5. Decisions, Decisions
6. Newspaper Headline Match
7. Problem-Solving Chart
8. Concentration

Written Evaluation Form

1. This Orientation is designed to provide new adult basic education practitioners with skills and knowledge about approaches, theories, resources, and background information for working with adults. To what extent did the Orientation meet this objective?

2. What skills, knowledge or approaches do you feel you still want to learn more about?

3. One of the goals of this Orientation was to increase your knowledge and understanding of the adult learner. In what ways has the Orientation changed or reinforced your perspective in this area?

4. Please rate the Orientation sessions on a scale of 1-5 (5 being the highest).

a. What is Literacy?

content	1	2	3	4	5
activities	1	2	3	4	5
presentation/facilitation	1	2	3	4	5
handouts	1	2	3	4	5

Suggestions for improvement:

b. Materials

content	1	2	3	4	5
activities	1	2	3	4	5
presentation/facilitation	1	2	3	4	5
handouts	1	2	3	4	5

Suggestions for improvement:

c. The Learner in the Community (3 parts)

content	1	2	3	4	5
activities	1	2	3	4	5
presentation/facilitation	1	2	3	4	5
handouts	1	2	3	4	5

Suggestions for improvement:

d. The Big Picture: ABE

content	1	2	3	4	5
activities	1	2	3	4	5
presentation/facilitation	1	2	3	4	5
handouts	1	2	3	4	5

Suggestions for improvement:

e. Techniques and Methods (Jigsaw Activity)

content	1	2	3	4	5
activities	1	2	3	4	5
presentation/facilitation	1	2	3	4	5
handouts	1	2	3	4	5

Suggestions for improvement:

f. How Adults Learn as Individuals

content	1	2	3	4	5
activities	1	2	3	4	5
presentation/facilitation	1	2	3	4	5
handouts	1	2	3	4	5

Suggestions for improvement:

g. Assessment

content	1	2	3	4	5
activities	1	2	3	4	5
presentation/facilitation	1	2	3	4	5
handouts	1	2	3	4	5

Suggestions for immprovement:

h. Planning Lessons

content	1	2	3	4	5
activities	1	2	3	4	5
presentation/facilitation	1	2	3	4	5
handouts	1	2	3	4	5

Suggestions for improvement:

If you have additional suggestions for overall improvement of the Orientation, please include them on the back of this sheet. Thank you for your feedback!

Continuum of Knowledge and Skill Development

Exposure to new skill or knowledge	Deepening Familiarity	Try out new skill or knowledge	Refine/develop comfort with skill or knowledge	Teach others
(You partcipate) *Workshop* *Mini-courses* *Conferences* *Study circles* *Peer observation*	Peer observation	In classroom or program	Peer observation / coaching or mentor coaching	(You teach) *Workshop* *Writing articles* *Mini-courses* *conferences* *Study circle* *Peer coaching*

by Barbara Garner and Cristina Smith.

Questions For Written Reflection

1. How will you use the skills and knowledge you have gained, as a result of this Orientation, in your work?

2. Name one or two goals that you now have for yourself as an adult educator (either short-term or long-term).

3. What steps can you take during the next few months to reach those goals?

Please fold and place in envelope. Write your name and address on the envelope. Return to the facilitator.

Alternative Agenda

This agenda is designed for four, 4-hour sessions (16 hours total) to be conducted over any time span (2-6 weeks).

Day One

1. Introduction and Goals
2. What is Literacy?
3. Materials
4. The Learner in the Community: Investigative Activities(Part 1)
   Daily Evaluation

Day Two

5. The Learner in the Community: Problem-Posing Activities (Part 2)
6. How Adults Learn
7. Techniques and Methods
   Daily Evaluation

Day Three

8. The Learner in the Community: Learner-Centered Approach
   (Part 3)
9. Connecting to Resources and Support Systems
10. The Big Picture
11. Lesson Planning
    Daily Evaluation

Day Four

12. Assessment
13. Reflecting on Learning and Future Goals
14. Experience of Being an Adult Educator
15. Written Evaluation and Conclusion

Alternative Agenda

Day 1

Introduction & Goals (KR/JP)	6:00-6:30 PM
The Big Picture (KR)	6:30-6:45 PM
What is Literacy? (KR)	6:45-7:30 PM
Break	7:30-7:45 PM
LC: Investigative Activities (JP) Learner in Community	7:45-9:15 PM
Reflections/Evaluation (KR/JP)	9:15-9:30 PM

Day 2

How Adults Learn (KR)*	6:00-6:45 PM
volunteers Assessment (KR)	6:45-7:30 PM
planning	
Break	7:30-7:45 PM
Techniques/Methods (JP)	7:45-9:15 PM
Reflections/Evaluation (JP/KR)	9:15-9:30 PM

*Make sure there are enough K try Invest. activity for lesson

Day 3

LC: Problem-Posing (JP)	6:00-7:15 PM
Break	7:15-7:30 PM
Planning Lessons (KR)	7:30-9:00 PM
Reflections/Evaluation (KR)	9:00-9:30 PM

Day 4

LC: Learner-Centered Approaches/ Resources (JP)	6:00-6:45 PM
Materials (JP)	6:45-7:30 PM
Break	7:30-7:45 PM
Experience of Being a Teacher (KR)	7:45-9:00 PM
Final Evaluation/Wrap-Up (KR)	9:00-9:30 PM

One Model of an Orientation Reunion

(Contributed by Andy Nash)

2 hours

I. Previous to the reunion, ask participants to bring in an experience, material, lesson plan, etc. that either worked well for them or with which they had difficulty in their classrooms. Ask them to be prepared to share that with other members of the group.

II. At reunion, a participant shares his/her experience with the others. After general discussion, ask all participants if they can isolate in this experience anything which contributes to a good class or anything which should be avoided in order to have a good class. Continue through group, having each participant share an experience. If group is very large (over 15), break into two smaller groups to share.
approx. 1 hour, 15 minutes

III. "Controversies" activity: around room, post three signs: "Agree", "Not Sure", and "Disagree". Explain that the purpose of this activity is just to generate discussion about teaching, not to get consensus or to see who agrees with whom. Upon hearing (and/or reading on newsprint) the statement, participants should physically move toward the area under the sign that indicates their opinion; i.e., whether they agree, disagree or are unsure about the statement. Then, the facilitator asks several members from each grouping to explain why they have that opinion. Explain that participants are free to move to another sign anytime they wish, if they are persuaded by another's explanation.

Continue going through statements. You can cover about 5 statements in 45 minutes or so, depending on the amount of discussion.

approx. 45 minutes

Statements

1. It's important to good teaching that every class be fun.

2. When students are not motivated, it's because the curriculum is not responding to their needs and interests.

3. The road to good teaching lies in continually expanding your repertoire of teaching techniques and activities.

4. A learner-centered classroom is one in which the teacher makes decisions about course content based on information about students' lives.

5. If, for example, an ESL program is truly learner-centered, the students should be able to decide that they don't want to study with a teacher who has an accent.

6. Certain communities of learners don't like learner-centered models of education, and therefore, there's really no way to find out their goals and needs.

Definitions of Counseling

The following are areas that Counselors may encounter. Every Counselor is not necessarily mandated to deal with each of these areas. In order to meet the needs of the students, Programs will tend to focus on particular areas.

Advisor
Advocacy
Assessment (Academic or Psychological)
Career/Occupational
Crisis
Educational
Guidance
Personal
Referral

The Counseling Workgroup. Counseling in Adult Basic Education Programs: A Resource Guide. August 1991.

Types of Counseling

Assessment- This is the intake and assessment information gathered at the beginning of the student's involvement with the program.

Career- This type of counseling explores what a person wants to accomplish in their occupational life and what is needed in order to accomplish that goal.

Vocational- Similar to career counseling, vocational counseling explores the types of work at which a person is good and their interests.

Educational- After assessing what type of vocational area is best educational counseling aids a person in exploring the options for education.

Advocacy- In general, this means making calls, writing or accompanying a student to another agency in order to ensure quality service.

Personal- This type of counseling explores the student's personal life- home, family, relationships, family of origin, etc. in order to ensure optimal performance in the program.

Counseling- a discussion of ideas and opinions that can result in the counselor giving advice.

Therapy- the treatment and cure of diseases.

The Counseling Workgroup. Counseling in Adult Basic Education Programs: A Resource Guide. August 1991.

Chapter 5
Counseling

Counseling is the process programs use to support students in their attempts to identify and achieve their personal, academic, and vocational goals. A blend of counseling and instruction enables the program to work with the student as a whole person—addressing the students' psychological or affective needs in order to facilitate their attainment of academic or vocational skill objectives. The importance of counseling for adults who may feel trapped outside the mainstream of society cannot be underestimated. Indeed, practitioners across all sectors in the NALP study have stated that instruction and learning are hampered by the students' lack of confidence, difficult life situations, and inadequate study skills. Some practitioners believe that learning cannot even take place until the overload of personal problems and some of the resulting psychological blocks to learning are addressed. This does not mean that the program itself provides true therapeutic services—although many programs do employ certified counselors. Students with serious problems, such as alcoholism or drug abuse, must be referred to an appropriate social service or mental health agency. However, programs do build strategies aimed at strengthening the students' self-concepts, buttressing their morale and motivation, and drawing them out of any feelings of isolation or alienation.

Counseling may begin during student orientation; in fact, as described in the preceding chapter, orientation is a form of counseling. This first stage of counseling is usually aimed at helping students identify or clarify their goals and match those goals to the goals of specific instructional programs. Goal clarification may grow out of a discussion of the results of diagnostic testing or a discussion of the information students have provided on registration or self-assessment forms. From the beginning, students need a realistic picture of what the program can do for them and what they must do to derive the full benefit from participation in the program. If they are inadequately prepared or unable to assume the responsibilities that participation in the program may entail, students may be counseled not to enter the program and may be referred instead to another agency or program that can better serve their needs.

It is important to remember that counseling a student out of participation need not be a harsh measure or an avenue of last resort. Effective counseling can work to assure such students that the reason for the suggestion is to help them find the conditions or environment in which they will experience success. Enrolling students in a program that is inappropriate or for which they are unprepared paves the way for another experience at failure in an educational setting. Ideally, the counselor would help such students determine what is needed to help them successfully meet their goals and would be able to refer such students to another more appropriate program.

Because successful goal attainment is the object of ongoing instruction, the support service of counseling must also be ongoing and directly tied to the instructional process.

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Thus, counseling may be offered as part of whatever assessment techniques the program uses. Discussions at these points are usually focused on how well the students are progressing, encouraging them to continue and boosting their morale by clearly demonstrating how far they have advanced toward their ultimate goals. For those who have been uncomfortable or unsuccessful, alternative instructional strategies or materials may be suggested. Such ongoing counseling support is vital to retaining students in the program. Automatic promotion from one step to the next in the instructional process smacks of the traditional educational system that failed to meet the students' needs earlier in life. Without some kind of reassurance that real achievement is occurring and some means for making adjustments in the methods or materials the program uses, students may well become discouraged or disaffected and leave the program.

Once students have come to the end of the program's instructional cycle, additional counseling support may be offered in the form of one-to-one exit interviews or a wrap-up class session. In employment and training programs, part of the focus of an exit interview may be on job placement. In other programs, part of the discussion may involve suggestions for future training and ways of maintaining the skills that have been learned. Programs that provide post-instruction counseling recognize that although students have acquired new skills through the program, their life situations may not have changed radically. They need to review their accomplishments and be encouraged to use their new skills in their jobs, homes, and communities. Beyond their value to the students, exit interviews can be useful in the program's efforts to evaluate the relative effectiveness of the program from the perspective of the students.

The counseling support offered before, during, or after instruction is generally a responsibility shared by counselors and teachers, though programs without full-time counselors will necessarily rely heavily on the teaching staff. When the counseling function falls to teaching or administrative staff, programs must make some provision to ensure that such staff are sufficiently prepared to deal with counseling issues as well as making some provision for outside support services. As in orientation, professional staff may involve current or former students as part of the counseling effort.

Within this chapter, we will examine the counseling functions that occur at various points during the instructional process and the roles played by teachers, counselors, the students' peers, and outside agencies.

WHAT DO PROGRAMS WANT COUNSELING TO DO?

As we have described it, counseling in most literacy programs is broadly defined to include any activity designed to provide advice or psychological support to students from the beginning to the end of the instructional cycle (and possibly beyond if the program engages in follow-up studies). Internal counseling activities are generally linked to (1) pre-instruction activities of orientation, diagnostic testing, and placement; (2) ongoing assessment; and (3) final evaluation and follow-up. In the following pages, we will examine each of these three phases of counseling.

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Pre-Instruction Activities and Counseling

The counseling that programs do before students begin their instructional program may take many forms. Orientation sessions (discussed in Chapter 4) can prepare students for a successful learning experience by carefully matching student and program goals and clearly explaining the way the program works. One-to-one orientation interviews may explore issues beyond academic or vocational goals, helping program staff identify those students who might need to be referred to other agencies or programs for primary or support services. Diagnostic testing procedures (discussed in detail in Chapter 6) can further aid programs in tailoring instruction to the individual skill needs of the students.

Both orientation and diagnostic testing can serve a placement function, but there is some danger in exclusively defining appropriate educational programs and materials in the educators' terms. Students, too, have much to say about what and how they wish to learn, and some programs give students an opportunity to express those desires and opinions. Student-generated information may be obtained by using a self-assessment form; literate students may fill out the form independently, and nonliterate students may provide answers to the questions on the form in an oral interview. Exhibit 5.1 is a sample student self-assessment questionnaire that has been adapted from one used by Jobs for Youth, a jobs training program for out-of-school youth operating in Boston, Massachusetts. To make the form appear nonthreatening and informal, the program has given the form the title "Planning Your Learning" and has deliberately used very simple language.

EXHIBIT 5.1 Student Self-Assessment Questionnaire

(1) What kinds of things would you like to learn in this program?

(2) What skills do you already have? (What do you already know how to do?)

(3) What skills would you like to get better at?

(4) What did you <u>most</u> like learning about in school?

(5) What did you <u>least</u> like learning about in school?

(6) What subjects were hardest for you in school? What was hard about each one?

(7) What are the best ways for you to learn something? (The list below tells some ways a person can learn. Read each thing in the list, and tell us if you like to learn that way. Put a ✓ under "a lot" if you really like to learn new things that

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way. Put a ✓ under "some" if it would be OK to learn new things that way. Put a ✓ under "not at all" if you don't like to learn that way.)

A Lot	Some	Not at All	
___	___	___	working with my hands
___	___	___	learning in a group
___	___	___	listening to someone explain something
___	___	___	reading by myself
___	___	___	learning from TV programs
___	___	___	seeing something for myself rather than being told about it
___	___	___	using a computer to learn
___	___	___	seeing films or videotapes
___	___	___	listening to a speech
___	___	___	listening and taking notes
___	___	___	doing work sheets
___	___	___	having someone give me examples
___	___	___	having someone show me how to do something
___	___	___	doing something over and over until I get it
___	___	___	practicing something by myself
___	___	___	working with another student
___	___	___	doing homework
___	___	___	explaining something to someone who doesn't know it
___	___	___	asking questions
___	___	___	listening to a teacher lecturing
___	___	___	learning under pressure when there is a deadline
___	___	___	memorizing
___	___	___	learning on my own—by myself

(8) Do you like to study when
(Check only the ones that are true for you.)

___ it's quiet
___ there is music in the background
___ other people are around but they are quiet
___ other people are around and they are talking
___ you are by yourself
___ other _____

(9) Do you want your work checked by your teacher right after you do it? (Check one.)

___ yes
___ it doesn't matter

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(10) When do you best understand directions? (Check one.)

____ when you are told what they are
____ when you read them by yourself
____ it doesn't matter
____ it depends on _____ _____

(11) Do you read just for fun? (Check one.)

____ yes
____ no

(12) What kinds of things do you read? (Check all that are true for you.)

____ magazines
____ newspapers
____ books
____ comics/cartoons
____ other _____

(13) If you work, do you read on your job? (Check one.)

____ yes
____ no
If yes, what do you read? _____

(14) How often do you read? (Check one.)

____ every day
____ two or three times a week
____ once a week
____ hardly ever
____ never

(15) How long can you read before you get tired? (Check one.)

____ 5 minutes ____ 45 minutes ____ longer: _____
____ 10 minutes ____ 1 hour
____ 30 minutes ____ 2 hours

(16) Do you like to take tests? (Check one.)

____ yes Why? _____
____ no Why? _____
____ I don't care. Why? _____

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(17) When you do not understand something, is it
(Check one.)

____ easy for you to ask questions?
____ hard for you to ask questions?
Tell why: _____

(18) Did you like answering this questionnaire? (Check one.)

____ not really
____ yes

(19) Do you think you learned anything about yourself as a learner by doing it?
(Check one.)

____ not really
____ yes

Once students have been placed in a program that is appropriate to their needs and learning styles, there is at least one other pre-instruction counseling function that programs may provide. Because students have been out of school for a period of time, they may need to be reoriented to the kinds of study skills that will enable them to get the most out of the classes, print materials, and individualized tutoring sessions. However, the kinds of study skills that programs communicate to adult students must take into account the fact that many students work and many live in an environment that is not conducive to home study. The only study time the students may have is the time that they spend in the program's classrooms, and even that time may not always find students well rested and free enough of other worries to give their full concentration to instructional activities. Therefore, a counseling session that helps students with strategies to manage their study/learning time effectively may be important for adult "second chance" learners with family, job, and community responsibilities.

Ongoing Assessment and Counseling

It is unwise to assume that progress will automatically follow once students have begun the instructional program. Many students may be unused to voicing their objections to people they perceive to be in positions of authority, and they may drop out of the program rather than complain that they do not understand the material or are uncomfortable with the way it is taught. If students are not aware that adjustments can be made in the pace or kind of instruction, they may assume that they must either accept what they are being given or leave the program. Students who are bored or uncomfortable may assume that is the way it is supposed to be; they will believe that something is wrong with them, not that something may be wrong with the material or the instructional methodology.

It is important, then, to have counselors, teachers, or others initiate informal as well as formal counseling opportunities in which the learners' views on the program and their progress in it are openly solicited. Until the learners are comfortable with program staff and the program requirements, counselors may need to be more than simply available to students: they may need to be "pro-active" and reach out to them.

There are several points in the instructional process that are also excellent opportunities to check the emotional temperatures of the students. For example, programs often schedule frequent informal or formal assessment tests to ensure that students are indeed mastering the objectives of the instructional program. (These assessment techniques are discussed in detail in Chapter 6.) Teachers can discuss assessment test results, and by listening closely and demonstrating a willingness to hear objections, teachers can elicit information useful in making adjustments for students who are not mastering the instructional objectives. However, even students who *are* successful in mastering the objectives set by the program may have lost sight of the relationship between the steps they have taken and their ultimate goals. They may be vaguely pleased that they have done what they were asked to do, but they are not necessarily interested in or challenged by what they've been doing. Using assessment sessions as counseling opportunities by connecting learning successes to ultimate goals is an excellent way of reinforcing instructional gains and reaffirming the students' goals.

Tying some form of counseling to the program's assessment techniques is also one way of gauging the effectiveness of the program in meeting individual student needs. To further enhance this technique, programs should build and share the total instructional plan with students. If the plan is presented to students in the form of a printed record sheet, they can chart their own progress and see how each step relates to their ultimate goal. Sections for student and teacher comments, including changes in the plan, provide a means of keeping the students actively involved in structuring their individualized instructional program. Exhibit 5.2 is adapted from a form used by a program that has an eight-week instructional cycle with three scheduled counseling interviews.

EXHIBIT 5.2 Student Progress Summary Document

Name: _____ Instructor: _____

Age: _____ Counselor: _____

Home telephone: _____ Work telephone: _____

Dates for goal-setting sessions:

Entry interview: _____

Midpoint interview: _____

Exit interview: _____

Diagnostic summary:

Diagnostic instrument used: _____

Diagnostic test results: _____

Reading grade level: _____

Grades completed in school: _____

Instructional plan:

Segment 1 (weeks 1–3)

Goals:

Skill objectives to be achieved (describe instructional materials to be used):

Skill objectives mastered (describe how mastery was demonstrated and give dates):

Comments:

Instructor:

Student:

Segment 2 (weeks 4–6)

Goals:

Skill objectives to be achieved (describe instructional materials to be used):

Skill objectives mastered (describe how mastery was demonstrated and give dates):

Comments:

Instructor:

Student:

Segment 3 (weeks 7–8)

Goals:

Skill objectives to be achieved (describe instructional materials to be used):

Skill objectives mastered (describe how mastery was demonstrated and give dates):

Comments:

Instructor:

Student:

Summary evaluation at end of program

Evaluation instrument used: _____

Evaluation test results: _____

Reading grade level: _____

Achievement of goals and skill objectives:

Special achievements:

Directions for the future:

The program that uses the form shown in Exhibit 5.2 employs counselors as well as teachers; the form represents one way in which both counseling and teaching staffs can share the same information about individual students and thus work in a true partnership to serve the personal, academic, and vocational needs of the students.

What is clear from this and similar forms found in literacy programs is that teachers are regularly engaged in providing a kind of counseling whenever they invite their students to participate actively in planning an individualized instructional program and evaluating its effectiveness. Therefore, it follows that they should receive some form of training in effective counseling and interpersonal techniques so that they can accomplish these tasks successfully.

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Program Exit and Counseling

As noted in Chapter 1 and throughout the text, a central conclusion of the NALP study is that the most effective programs were those that created an educational system that wove all the components of the program into a coherent and integrated design and that located this educational system within the context of a community's overall social service delivery system. Inherent in this concept of effective programs is the notion that these programs can act as brokers, referring their participants to other partners in the system, including community colleges, job training and job placement services, and so on. Also inherent in this concept is the notion that the students' participation in one program is only part of what may be a lifelong learning process.

Thus, as students complete their instructional programs, they may meet with counselors or teachers to review what has happened and to explore what could happen in the future. By using a form such as the one shown in Exhibit 5.2, students can compare the results of their diagnostic tests to the results of their final evaluation tests and cast a backward glance over the skill objectives they have mastered and the general goals they have achieved. At this point, students might be challenged to take their education a step further through other services the literacy program provides or in training programs offered by other agencies or educational institutions with which the literacy program is linked.

In employment and training programs, students may be referred to an employer or promoted within their current places of employment based on satisfactory completion of the program, or they may be given advice on how to go about finding employment using the skills they have learned in the program.

For students who will have no further contact with the literacy program or other educational institutions, there are at least two other kinds of counseling that programs may offer. Students may need advice on how to maintain their skills, and they may need advice on how to cope with possible conflicts in the environment in which they live and work. Programs know from learning theory research and personal experience that skills once learned will be forgotten over time—at least to some degree—if they are not used regularly. Thus, they may discuss with students the opportunities that exist for continuing skill practice; this may be as simple as suggesting that students regularly read the newspaper, subscribe to a magazine, join a book club, or join a religious study group.

From the beginning of the program, some students may have experienced conflicts with their spouses, family members, or peers in their neighborhoods or workplaces, and they have looked to their teachers and fellow students for support in their quest for self-improvement. Once they are out of the program, the support network may disappear. It took great courage for the students to make changes in their lives, and it will take courage to maintain those changes in the face of such comments as "Who do you think you are?" and "I wish you'd never gone to that school." Students may feel very much alone after they leave the program, feeling outside their former environment yet not a part of a new one. Some programs tackle these issues in one-to-one exit interviews or in group "rap sessions" among departing students and other former

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students. Other programs offer continuing support on a follow-up basis to those that leave the program.

WHOM DO PROGRAMS INVOLVE IN COUNSELING?

The first step in building a counseling plan is to determine what counseling support the program wants or is able to give the students; the second step is to determine who is available to deliver that support. Depending on the staffing pattern of the program and the specific aspects of counseling one is talking about, students may derive counseling support from their teachers, on-site counselors, peers, or personnel in an outside agency. Economic or other constraints may make it impossible to structure a "best of all possible worlds" plan complete with certified counselors who have adult education experience. Programs may therefore need to consider what in-service training they need to supply to equip the available people to do an effective job, as well as to identify agencies that can supply services on a referral basis. Programs also must evaluate the kind of time involved in delivering counseling support from the perspectives of both the student and the program staff. Students should not be shortchanged on counseling support any more than they should be shortchanged on instruction, and program staff need ways of managing the multiple roles they may be asked to perform.

Within this section, we will examine how programs have answered the question of who should or can deliver counseling support as well as what programs must consider when limited human and financial resources necessitate the compounding of staff duties.

The Role of Teaching Staff

Although teachers are seldom formally-trained in counseling skills, they occupy the "front line"—they are the people who have the most frequent contact and the closest relationship with the students. Students thus naturally come to their teachers with a host of personal and domestic crises as well as problems related to the instructional program. Some teachers take pride in developing close personal relationships with their students, while others believe that giving advice or guidance in personal matters should be left to highly skilled professional counselors.

The teachers' primary role is to facilitate the students' acquisition of the target skills of the program, and this role is a demanding one—especially in large programs where individual teachers may be responsible for fifty to one hundred students. In order to help students acquire skills, however, teachers will necessarily provide some degree of counseling when they share and act on the results of diagnostic tests, assessment measures, and final evaluative tests. Forms such as the one shown in Exhibit 5.2 or those shown in Chapter 7 ("Instructional Methods and Materials") are a convenient means of managing the delivery of instructional counseling; teachers can set aside time for such counseling as part of their routine, and the program developer can explain to

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the teachers what minimum counseling support the teachers are expected to provide.

Whether or not programs employ professional counselors, teachers must be able to identify the need for counseling services beyond those they are equipped to provide and must have enough skill to guide students in the direction of professional help. In-service training sessions can offer teachers profiles of possible counseling problems, and presentations by on-site counselors or personnel from outside agencies can make teachers aware of the options that are open to them. During these training sessions, programs should make clear to teachers just how much responsibility they are expected to take on. Because the role of teachers is to facilitate instruction, it is important that they not be overburdened to the point at which instructional time is seriously curtailed.

The Role of Counseling Staff

More than half of the programs visited in the course of the NALP study employ full-time counselors on staff. However, interviews with these counselors revealed that a major portion of their time is consumed with intake procedures (including initiation and maintenance of formal records), orientation activities, and testing responsibilities rather than direct counseling services. Program directors may have no choice but to rely on counselors to perform administrative duties. They may regard counselors as being in the best position to interpret the data gathered from tests and teachers and to make recommendations for the general good of the program, and they may not have a large enough budget to enable them to free counselors from these tasks. Directors recognize that the counselors' time is finite and that time devoted to general administrative duties will limit the counselors' ability to respond to the demand for individualized academic, personal, crisis, and vocational counseling. The challenge is to find ways to tap the counselors' expertise for the benefit of individual students without sacrificing services that the program as a whole may need.

Counselors may have the opportunity to offer advice and support to students as they interpret test scores and recommend class placement. The advice may be communicated directly in one-to-one interviews, or more indirectly through comments on a printed form. Because counselors can anticipate some of the adjustments adults need to make with regard to work, family, and friends, they are the ideal people to address these issues in the orientation session. Their training will also enable them to make comments designed to help students overcome possible anxiety, low self-esteem, a sense of failure, or a lack of confidence.

Beyond giving advice to individuals or groups of students, counselors may be called upon to share their expertise with teachers through in-service training sessions so that teachers can provide some of the direct services that the counselors do not have time to give. They may also conduct sensitivity-training sessions for all program staff who come in contact with the students.

One volunteer effort in Florida, Community Volunteerism sponsored by the School Board of Levy County, has taken a novel approach to supporting learners in a traditional adult basic education program. Volunteers are recruited and trained by professional counselors to provide one-to-one counseling and social support to program participants. Essentially, what has been created is a "buddy system" that ensures that learners have

access to the individualized attention of another person who is committed to helping make this educational experience a success.

The Role of the Students' Family and Peers

A number of programs have successfully implemented peer counseling or buddy systems. Such strategies are inexpensive, and they may reduce the amount of time teachers or counselors would otherwise need to devote to an advisor's role. Perhaps their chief value lies in allowing students to share experiences and learn that their problems, though overwhelming at times, are not unique. When other adults reveal how they solved particular problems, all participants derive invaluable personal support while developing critical problem-solving skills. Participating in peer groups also enables students to form friendships that reduce the feeling of isolation and provide a network of support outside the program.

Students can be brought together with their peers in any number of ways. One program on the West Coast organizes two-week to three-week camps to foster group activity and support. Many programs formulate small-group activities as part of their instructional strategy. Such activities might be directly aimed at counseling issues or at such basic survival skills as banking, health care, and legal rights. The teacher's role in such sessions is that of a facilitator or moderator with the real learning proceeding from group problem solving.

Students can also derive support from their spouses, families, or others close to them. If these people reinforce the importance and value students place on their educational attainment, they will provide students with added motivation to accomplish their goals. One way programs may involve these "significant others" in the learning process is to hold an open house, inviting students to bring guests to see the program and to discuss the goals of the program, the instructional philosophy, and the outcomes for the learners. Students might also be encouraged to talk with those close to them about their learning experience or, should they choose, to ask them for help in completing assignments or learning tasks.

The Role of Outside Agencies

Most literacy programs recognize that they cannot provide all the services that students are likely to need. Therefore, they must maintain a strong referral network composed of community, social service, and mental health agencies. These organizations can provide the necessary backup for students who need long-term help, therapy, or other forms of social and financial support. Programs may also gather information about such sources of additional help as crisis hotlines and shelters and make it readily available to students so that the students themselves can take the initiative to seek additional help when they feel a need for it—whether they feel that need while they are still in the program or after they have left it.

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Some programs forge a true partnership with an outside agency, such as the state rehabilitation agency, to provide a combination of services for particular target populations. For example, the students of one youth program in the NALP study live together in a group home; the counselor and head teacher in the program find it wise to meet weekly with the social workers who supervise the program's students in the group home.

Whether programs work in true partnerships or merely through referrals, it is important for programs to clarify what counseling services they can provide themselves and to make sure that other agencies within the program's network are equally clear about what the program can do and is doing on a regular basis. When students are referred to the program from another agency in the network, that agency should not assume that the student is receiving counseling support that the program is not providing or cannot provide. Similarly, when the program refers students to an outside agency, the program should be well informed about what services that agency is capable of providing. If the outside agency's activities have a bearing on the student's instructional program, information must flow freely between the program and the outside agency.

CONCLUSIONS AND RECOMMENDATIONS

There is general agreement among literacy practitioners that adult students require counseling support if they are to be successful in achieving their personal, academic, and vocational goals. And practitioners seem to agree that the counseling function is not limited to any single group of people within the program. Teachers, support staff, fellow students, and trained counselors all have an important part to play in helping students succeed. And student success cannot be defined exclusively in terms of the achievement of the specific skill objectives set forth in an academic or job-training program; success also means enabling students to assimilate and use skills within the larger context of their lives.

The question is thus not whether to build a counseling plan but how best to structure that plan using available human and financial resources. Literacy programs must make an honest assessment of the talents of teachers and counselors so that students—the focus of the program—are well served. They must match those talents to the counseling services they can anticipate a need for, delegating responsibility to those best able to shoulder it. In the absence of trained personnel, programs may need to provide training or seek outside services. Programs can anticipate that the closeness of the student-teacher relationship will quite naturally result in students' coming to their teachers with counseling problems, and they may thus assume that teachers will need in-service training in counseling and ready access to sources of counseling support.

Once programs have assessed what counseling services may be needed and who is best able to provide those services, they must consider the issues of time management

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and information sharing. Staff may find it difficult to provide counseling in addition to their other duties, and they will need a system to help them manage their time efficiently. Such a system will also become essential when counseling becomes a shared responsibility among teachers, on-site counselors, and personnel in outside agencies; each provider needs to know what the others are doing or have done if the students are to derive the benefit of a well-rounded program aimed at integrating academic and vocational skills within the context of their lives.

The authors make the following four recommendations to programs building or reviewing their counseling plan.

(1) **Develop a system for identifying the counseling needs of individual students.** Before, during, and even after the instructional program, students should be given the opportunity to express their counseling needs. Such student-generated information might be obtained through the use of self-assessment questionnaires or through one-to-one counseling interviews.

(2) **Develop a system for responding to the counseling needs of individual students.** Anticipate what counseling needs may surface, and make it clear to all program staff where appropriate help can be found. Tap the talents of those individuals best suited to addressing given counseling needs—teachers, tutors, on-site counselors, and personnel in outside community, social service, rehabilitation, and mental health agencies. Devise printed forms that ensure that staff are routinely eliciting and responding to the students' counseling needs and that provide a means of sharing information among all those who work with the students.

(3) **Explore methods of using peer support.** Peer counseling, buddy systems, class discussions, and small-group activities are not costly or complex, but they help students build an ongoing support network and develop critical problem-solving skills.

(4) **Provide in-service training in counseling techniques for all program staff.** Teachers, tutors, and support staff need some degree of training in effective counseling techniques whether or not they are responsible for delivering the primary counseling support. At a minimum, they need to be able to identify the characteristics of adult learners and the behaviors that suggest a need for some form of counseling. They need strategies for responding appropriately and quickly to the students' problems, whether this means addressing the problem themselves or sensitively guiding the students in the direction of other sources of help. Even if teachers are never confronted with serious counseling problems, their students will derive a greater benefit if instruction is delivered with an awareness of psychological or environmental barriers to learning.

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